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FIFTY-SECOND  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE

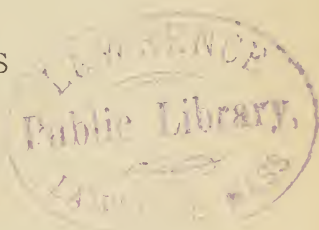
MASSACHUSETTS



1898

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1899



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SCHOOL COMMITTEE  
FOR 1898.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JAMES H. EATON, MAYOR	-	<i>Chairman ex-officio</i>
HON. JOHN BREEN	- - - -	<i>Vice-Chairman</i>
J. E. BURKE	- - - - -	<i>Secretary</i>

MEMBERS.

		Term Exp.
Ward 1.	JAMES C. CROMBIE, 141 East Haverhill Street.	1899
	JOHN BARKER, 175 Prospect Street.	1899
Ward 2.	WILLIAM H. FENNELLS, 102 Jackson Street.	1899
	JOHN P. KANE, 60 Lexington Street.	1899
Ward 3.	DANIEL F. MCCARTHY, 231 Oak Street.	1898
	JOHN BREEN, 369 Oak Street.	1898
Ward 4.	VICTOR MIGNAULT, 35 Franklin Street.	1898
	MAURICE J. MAHONEY, 182 Hampshire Street.	1898
Ward 5.	GEORGE S. J. HYDE, 620 Haverhill Street.	1900
	WILLIAM HENDRY, 17 Essex Avenue.	1900
Ward 6.	ZACHARY T. MERRILL, 39 Abbott Street.	1900
	MICHAEL J. SULLIVAN, 59 Farnham Street.	1900



## *STANDING COMMITTEES.*

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ADVISORY AND AUDITING.—Messrs. Breen, Crombie and McCarthy.

MUSIC.—Messrs. Barker, Mahoney and Hendry.

TEXT BOOKS AND SUPPLIES.—Messrs. Hyde, Crombie, McCarthy, Mahoney, Kane and Merrill.

PRIVATE SCHOOLS.—Messrs. Hyde, Mignault and Fennell.

EVENING SCHOOLS, DRAWING, AND PERMITS FOR ILLITERATE MINORS.—Messrs. Barker, McCarthy, Fennell, Mignault, Kane, Hendry and Sullivan.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL.—Messrs. Breen, Crombie, Hyde, Mignault, Fennell and Sullivan.

GRAMMAR SCHOOLS.—Messrs. McCarthy, Mahoney, Barker, Kane, Merrill and Hendry.

RULES.—Messrs. Mahoney, Fennell and Hyde.

SCHOOL HOUSES AND SANITATION.—Messrs. Crombie, Merrill and Sullivan.

SALARIES.—Messrs. Fennell, Breen and Barker.

MANUAL TRAINING.—Messrs. Breen, Barker and Hyde.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools.—Messrs. Crombie and Barker.

Newbury Street, Harrington and Oak Street Training Schools.—Messrs. Fennell and Kane.

Park Street, Amesbury Street, Hampshire Street and John K. Tarbox Schools.—Messrs. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools.—Messrs. Mignault and Mahoney.

Lowell Street, Essex and Riverside Schools.—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools.—Messrs. Merrill and Sullivan.

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## *SUPERINTENDENT OF SCHOOLS.*

J. E. BURKE.

Office at High School Building. Hours: School days, 7.45 to 8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P. M. Every Wednesday, 7 to 8 P. M.

NOTE.—At the regular meeting of the School Committee, held December 29, 1898, it was voted that the report submitted by the Superintendent be adopted as the Report of the Committee, and that four thousand (4000) copies of the same be published for distribution.





LAWRENCE HIGH SCHOOL  
CITY OF LAWRENCE

JOHN FASHTON ARCHT.



# SUPERINTENDENT'S REPORT.

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LAWRENCE, MASS., DECEMBER 29, 1898.

*To the School Committee of the City of Lawrence:*

GENTLEMEN:—I have the honor of submitting to you my fifth annual report of the public schools of Lawrence, which forms the fifty-second of the series of annual reports of this department.

## FINANCIAL STATEMENT.

During the year 1897 the school department expended \$160,132.62. The Committee for 1898 estimated that the probable expenditure for this year would be about \$170,000, and requested the city council to appropriate that amount. The city council, however, owing to the enfeebled financial condition of the city, was unable to comply with this request, and reported an appropriation of \$165,000. With a lively appreciation of our city's financial difficulties, and with a determination to keep within the appropriation, if possible, the School Committee entered upon its year's work. In this department, therefore, the rigidest economy has been exercised. Some things have been done, and some have remained undone in the interest of economy, which could not be repeated without seriously impairing the efficiency of our schools. But all have contributed willingly to the purpose sought, and from a finan-

cial standpoint the result is exceedingly gratifying. We have overdrawn our appropriation only \$1,928.30, a sum considerably less than was anticipated at the beginning of the year. The total expenditure for 1898 is \$167,148.30, and exceeds that of 1897 by \$7,015.68. The items of increase are salaries of teachers, \$9,351.49, and salaries of janitors, \$637.53. We have expended \$639.93 less than last year for fuel, \$170.04 less for supplies and incidentals, and \$3,172.73 less for text books. No salaries of teachers have been raised; the increased expense was incurred by the additional number of teachers employed in the high school and elementary grades.

The following is the financial summary for the year ending December 31, 1898:

*Receipts.*

Appropriation by City Council . . .	\$165,000 00
For tuition and sale of text books . .	219 87
Overdrawn . . . . .	1,928 43
Total . . . . .	<u>\$167,148 30</u>

*Expenditures.*

Salaries of teachers . . . . .	\$129,843 67
Salaries of janitors . . . . .	11,195 03
Salary of superintendent . . . . .	3,000 00
Salary of truant officers . . . . .	1,920 00
Text books . . . . .	5,442 63
Supplies and incidentals . . . . .	6,300 29
Fuel . . . . .	8,437 32
Manual training equipment, belting, etc. . . . .	<u>1,009 36</u>
Total . . . . .	\$167,148 30

## COMPARATIVE EXPENDITURE.

It is universally acknowledged that upon the physical, intellectual and moral education of our children depends the future of American civilization. In consequence of this prevailing idea the school has assumed more and more a position of prominence. It has become the center of much thought and agitation. Its functions have been enlarged, and upon it have been thrust many of the responsibilities of the home.

The State compels all children between the ages of seven and fourteen to attend day school regularly, and requires the establishment of evening schools for all illiterate minors. If the State be true to itself it must impose upon municipalities obligations concerning construction of buildings; the heating, ventilation and sanitation of the same; as well as intelligent and efficient care of all buildings. And laws are being continually enacted with this object in view. But all such obligations upon municipalities increase current expenses by adding to the cost of fuel, janitors' services, and so forth.

To meet the demands placed upon the schools, not infrequently by the public itself, the curriculum of the elementary school, through enrichment, has come to embrace in many instances music, drawing, sewing, cooking, nature study, physical culture and manual training; and in not a few school systems special teachers are employed for all these various branches. Supervisors of penmanship, of reading, and of other studies,

have also been created at considerable expense. Now I am heartily in accord with such specialization. When conditions will warrant, it should be carried to its furthest extent. But a School Committee must regard the question of expense, especially in a town of moderate wealth. What I desire to emphasize is the fact that the School Committee of Lawrence has pursued a conservative course in the administration of our schools. Improvements and innovations have been made in courses of study, new methods and suggestions have been repeatedly introduced, but an economical expenditure of money has been ever kept in sight. Lawrence employs today but six special teachers—two in music, two in drawing, and two in sewing—at an aggregate cost of only \$4,400, less probably than any prominent city in New England. The Kindergarten has become a component part of the school system in all leading cities. Its non-establishment in Lawrence is due to no distrust of its educational utility, but rather to a consideration of the additional cost which its adoption would entail.

I know that the people of Lawrence earnestly desire excellent schools, and that they want these schools to continually increase in efficiency. To attain these desired results teachers and authorities are laboring harmoniously and successfully. I am confident, moreover, that our citizens are willing to expend a reasonable sum of money for the maintenance of schools. This reasonable sum should not be determined by the expenditure of the wealthiest city on the one hand, nor



of the poorest on the other. The citizens of Lawrence expect to pay for support of schools the equivalent of other cities of Massachusetts with similar population, valuation and industries. They certainly stand ready to appropriate as much proportionally as the average of all the cities of the Commonwealth.

In order to compare the expenditures in Lawrence with those of other cities in the Commonwealth, I herewith submit a table carefully compiled from the sixty-first annual report of the State Board of Education, which is the latest document published by the State, giving reliable statistical information concerning schools. In this table are presented the total cost of maintaining schools during the year beginning May 1, 1896, and ending May 1, 1897, and the per capita cost based first on average attendance, then on average membership, and finally on the number of children between the ages of five and fifteen years reported by the census enumerators. I invite your attention to the following comparisons which are readily suggested by the table:

1. The cost of instruction for each child upon the basis of average attendance is \$25.42 in Lawrence. Our city ranks seventeenth among the thirty-two cities of the Commonwealth. We expend less per capita than any of the larger cities, except Fall River and Lynn, and 81 cents less than the average of all the cities, which is \$26.23.

2. The per capita cost of maintaining schools upon the basis of average membership (according to a method of computation adopted by the State Board of

*Statistical Table based upon the Sixty-First Annual Report of  
the State Board of Education.*

CITIES.	Population, Census 1895.	Total Expendi- tures for Support of Schools.	Average At- tendance.	Per Capita Cost of Main- taining Schools, based on		
				Average At- tendance.	Average Member- ship.	No. of Children from 5 to 15 years.
Boston . . .	406,920	\$2,076,186.18	62,317	\$33.32	\$27.35	\$24.44
Worcester . .	98,767	430,800.58	14,147	30.45	23.54	19.69
Fall River . .	89,203	251,378.69	10,374	24.23	20.00	12.10
Lowell . . .	84,367	282,554.45	9,182	30.77	23.99	14.70
Cambridge . .	81,643	308,049.61	11,068	27.83	23.51	20.49
Lynn . . . .	62,354	211,133.68	8,599	24.55	20.30	18.04
New Bedford .	55,251	156,946.35	6,098	25.74	21.55	13.98
Somerville . .	52,200	204,743.49	7,663	26.72	22.61	20.56
Lawrence . .	52,164	143,119.34	5,630	25.42	20.98	12.83
Springfield . .	51,522	219,531.84	6,741	32.57	25.48	22.29
Holyoke . . .	40,322	133,107.25	3,983	33.42	24.60	12.31
Salem . . . .	34,473	101,662.94	3,473	29.27	24.09	15.25
Brockton . . .	33,165	114,085.64	4,914	23.22	19.09	17.41
Chelsea . . .	31,264	94,298.50	4,087	23.07	18.46	14.60
Haverhill . .	30,209	95,643.74	3,347	28.58	23.28	16.72
Malden . . .	29,708	125,261.24	4,473	28.00	22.54	20.27
Gloucester . .	28,211	69,639.99	3,805	18.30	15.82	15.22
Newton . . .	27,590	149,965.66	3,953	37.94	31.82	28.04
Taunton . . .	27,115	92,631.94	3,619	25.60	21.71	17.08
Fitchburg . .	26,409	106,803.28	3,677	29.05	23.30	17.62
Waltham . . .	20,876	74,885.07	2,375	31.53	26.91	19.58
Quincy . . .	20,876	84,746.39	3,680	23.03	19.53	15.74
Pittsfield . .	20,461	69,202.09	3,206	21.58	16.38	14.73
North Adams .	19,135	49,348.29	2,208	22.35	18.21	12.21
Everett . . .	18,573	76,499.48	3,432	22.29	17.18	17.04
Northampton .	16,746	49,009.43	2,031	24.13	20.00	15.57
Chicopee . . .	16,420	34,188.10	1,630	20.97	15.40	10.09
Marlboro . . .	14,977	46,907.75	2,348	19.98	15.81	12.69
Newburyport .	14,552	27,998.63	1,456	19.23	16.02	10.94
Medford . . .	14,474	75,386.36	2,455	30.71	23.67	24.86
Woburn . . .	14,178	51,111.67	2,239	22.83	18.27	14.21
Beverly . . .	11,806	37,666.87	1,666	22.61	16.30	15.15



Education) is \$20.98 in Lawrence. Here again our city ranks seventeenth among our sister cities, expends less than any of the larger cities, except Fall River and Lynn, and 20 cents less per capita than the average of all the cities, which is \$21.18.

3. Upon the basis of the census returns, including all children between the ages of five and fifteen, our per capita expenditure is \$12.83; less than any of the cities of the Commonwealth except Fall River, Holyoke, North Adams, Chicopee, Marlboro and Newburyport; and \$3.93 less than the general average. An explanation of this great inequality is not found altogether in the fact that an unusual number of our children enter workshops and factories at an early age, nor in the fact that large private schools are maintained in Lawrence. The sixty-first annual report of the State Board of Education gives the following cities having an attendance of over one thousand pupils in private schools: Boston, 12,231; Lowell, 5,730; Fall River, 4,333; Holyoke, 4,190; New Bedford, 3,635; Cambridge, 2,518; Lawrence, 2,200; Salem, 2,169; Worcester, 2,152; Springfield, 1,600; Somerville, 1,410; Haverhill, 1,400; Fitchburg, 1,200.

I have no disposition to compare the expenditures in Lawrence with those of the wealthier cities of the Commonwealth. Such comparison would be manifestly misleading. But I desire to indicate our relation to the cities which in nearly every respect are identical with our own, and therefore submit the following

abridged table giving the per capita cost of instruction in the foremost manufacturing cities of Massachusetts, viz.: Fall River, Lowell, New Bedford, Lawrence and Holyoke.

CITIES.	<i>Per Capita Cost of Instruction Based on</i>		
	Average Attendance.	Average Membership.	School Census Enumeration
Fall River . .	\$24 23	\$20 00	\$12 10
Lowell . . .	30 77	23 99	14 70
New Bedford .	<sup>25</sup> <del>52</del> 74	21 55	13 98
Holyoke . .	33 42	24 60	12 31
Average cost .	28 54	22 53	13 27
Lawrence . .	25 42	20 98	12 83

From this abridged table the following deductions may be easily drawn: First, that upon the basis of average attendance Lawrence expends less per capita than any of the large manufacturing cities except Fall River, and \$3.12 less than the average expenditure of these cities; again, that we expend less than any, except Fall River, upon the basis of average membership, and \$1.55 less than the average; finally, that we are exceeded by Lowell and New Bedford upon the basis of school census, and that the average expenditure of the four cities is 44 cents greater than that of Lawrence.

It is true that large appropriations are made for

support of schools. This is unavoidable in an elaborate school system. Such expenditure is indispensable if the municipality would discharge its obligations to its children. But moneys thus expended are wisely placed at usury; the accumulated result will be an enlightened future citizenship. It is, moreover, true that the people of Lawrence manifest a deep interest in the welfare of their schools, and contribute to their support with a cheerfulness which is commendable and encouraging.

I have discussed somewhat exhaustively the relative expenditure of Lawrence to that of other cities, in order that this statement may stand as an irrefutable contradiction to charges of extravagance, sometimes carelessly or ignorantly imputed to the administration of our schools.

#### EVENING SCHOOLS.

As we realize more fully the vital significance of our system of evening schools we are impelled to bestow more thought and attention upon them. During the present term, therefore, these schools are receiving from Committee and Superintendent greater consideration than ever before. In one respect a radical departure has been introduced in the teaching of classes composed wholly of non-English speaking pupils. Formerly it was the custom to employ for these pupils teachers of their own nationality who used their native language, often too exclusively, by way of interpretation and illustration. This year, however, the Committee

desired to introduce, so far as practicable, the methods pursued in the day schools where the English language is spoken to the exclusion of all others. Accordingly teachers educated in the English language were substituted for those who, while trained in their native tongue, were oftentimes deficient in the use of English. English, therefore, is emphasized as never before, and every encouragement is given pupils, not merely to read—a process often purely mechanical—but also to express themselves intelligently in the vernacular of their adopted country. The experiment has proven successful thus far, and we confidently look for satisfactory results in the future.

Our evening school teachers on the whole are efficient; many have served the city faithfully for years, and their experience is invaluable. It might be injudicious to disturb our present corps of teachers. But the time has come when in some manner the educational standard of our evening school teachers should be raised. At least, all candidates for positions in the future should be graduates of the Lawrence High school or its equivalent, and should be subjected to an examination embracing substantially the same branches of study that are now prescribed for admission to our Normal Training school.

The Evening High school which was organized upon a systematic basis last year is now an assured success. In the future we must reckon this institution among the most cherished forces in our educational system. The curriculum has this year been extended

by the introduction of Latin and of advanced work in chemistry, physics and geometry.

The success of this school must be attributed largely to the excellency of the corps of instructors, all of whom are admirably equipped both by education and experience for work in their respective specialties. Mr. Chandler, the principal, who was formerly instructor in the Day High school, is a Dartmouth graduate; Mr. Riley and Mr. Belisle, both regular teachers in the Day High school, are graduates respectively of Dartmouth and Harvard; Miss Dubrule is a graduate of Villa Maria; Mr. McGowan is a senior at the Massachusetts Institute of Technology; Mr. Smith is a graduate of Brown; Mr. Lynch, of Colby; Mr. Doo-ley, of Villanova; and Mr. Jewell, of Harvard.

It is a beautiful spectacle to witness the large numbers of young men and women who assemble night after night, earnest and thoughtful, intent on self-improvement, qualifying themselves for a more intelligent comprehension of the opportunities and responsibilities of life. Of such sturdy material is the noblest citizenship formed. The following is the enrollment in the evening schools at the present time: High, 188; Oliver, 525; Warren, 91; Packard, 96; Drawing, 80, distributed as follows: mechanical, 26; architectural, 37; freehand, 17.

#### THE PASSING OF THE KINDERGARTEN.

In previous reports I have discussed at length the educational utility of the Kindergarten. Further dis-

cussion of its merits seems unnecessary. That the Kindergarten system is highly philosophical is no longer disputed by those who have made of it patient study. I had hoped that the solitary Kindergarten established some time since in the Walton school as an experiment might be permitted to remain as evidence of the beneficence of the system. I regretted its discontinuance grievously; and yet I appreciated the logical attitude assumed by the School Committee, who argued that, since our financial discomfort forbade the extension of the Kindergarten into other parts of the city, it was somewhat inconsistent to maintain a single experimental school.

I desire at this time to emphasize two facts. First, the Kindergarten in the Walton school was an unqualified success; and, secondly, it was discontinued in order to reduce expenses. The principles underlying Kindergarten instruction were in no wise attacked or even questioned by the School Committee. Quite the contrary, the Committee, prior to the abolition of the Kindergarten, had declared in favor of its further extension when circumstances would allow. I make these facts a subject of record in hopes that in the future, when brighter financial prospects warrant the establishment of a Kindergarten in every ward in the city, the unhappy fate of our experimental school may not be raised as an argument against the educational value of the system in the hands of an opponent or an obstructionist.



## TEACHERS OF LITERATURE.

We have succeeded in supplying all our schools with masterpieces of literature. Teachers and pupils are thus in constant communion with the master minds of all the centuries. Such advancement is gratifying, but it is nevertheless merely an initial step toward a far distant goal. Work in literature can not, must not, be restricted to the classroom. The teacher should lead the child across the portals of the public library into the wonderful theatre of the world's treasured literatures. It should be her loftiest ideal to mould wisely and well the reading habits of her pupils. And until teachers rise to this conception of work in literature all our efforts must remain largely ineffectual. Knowledge is power here as elsewhere. In order to direct the reading of children the teacher needs to know intimately the literature of childhood, must be familiar with the books that children should love, and love them herself. The living characters in her school and the characters represented in the noblest literatures should be studied together, the latter serving to supplement, to round out and to stimulate the former. What a rich field for child study is here afforded. But the confession is a sad one that not infrequently we meet teachers who possess not even an elementary knowledge of the books that boys and girls should read. We are determined, however, that the teacher of the future shall go to her work with no such startling unpreparedness. The principal of our Normal

Training school is doing some effective work with the pupil teachers under her direction, which cannot fail to yield handsome results. I submit the following abstract from Miss Lamprey's report to the Committee :

“ It has been found that, under the present methods of instruction, children are showing at a very early age the power to read independently. The world of books is thus open to them—a most fascinating world. All children love to read, and, if wisely guided in the choice of books, this love will be the power by which pure and lofty ideals will be wrought into character. On the other hand, if neglected, reading may be the means of suggesting vice to the yet plastic mind.

“ It has been said by one whose experience in this matter has been wide, that a large majority of children leave school without power to distinguish between good and bad reading.

“ Great responsibility, therefore, lies with the teacher. It is plain that she is the channel through which possible evils must be averted and effectual guidance come. But it is of no avail to expect effectual guidance from teachers who feel no genuine interest in, and appreciation of good literature.

“ ‘ To become a lover of literature, to be inspired by its ideals, to catch its spirit and be moved by its impulses, one needs, first of all, to be brought under its masterful influence.’

“ To teach a particular selection well, the teacher must be thrilled and inspired by it.

“ After-school meetings have been held at intervals with the members of the senior class, the purpose of which has been to fit them more completely to guide their pupils to know and love the best in literature. In these meetings a list of masterpieces has been presented ; it has been recommended that a



certain time daily be spent in such reading, and a short abstract of each book read has been required.

“ Second. There has been discussion of the laws governing the worth of literature, namely : a great work is one whose parts are correctly related to each other and to the whole ; it suggests more than it reveals ; it deals with a noble passion, rather than with a meaner sentiment ; it portrays a national life or religion, rather than a narrow sentiment.

“ Third. Methods of work have been suggested : (a) The consideration of the Public Library ; of the value of the privilege accorded to teachers of taking out, at one time, so many books, and the best use to be made of such, in connection with geography and history. (b) The reading in class of attractive selections, to be followed by the recommendation for home reading, of the books from which such selections are taken. (c) The exhibition by the teacher of a personal interest in the home reading of pupils, inquiring what is read, and why it is liked. (d) The study of individual tastes, and the recommendation of such books as shall appeal to these varied interests. Teachers should aim to become familiar with suitable books of travel, of heroic deeds, of natural history, of elementary science, manners and customs of foreign peoples, biographies of great men, as well as with works of the creative imagination. (e) Above all, there should be the recognition by the teacher of the value of her enthusiasm, of the enjoyment of the fine in expression, of her appreciation of the noble in sentiment, as a moulding and transforming influence on the lives of those within its reach.”

In the appendix to this report will be found a list of books prepared by Miss Lamprey with much thought and care, and adapted to the elementary grades. This list is recommended to the consideration of teachers and parents.

## MANUAL TRAINING SCHOOL.

Early in the year the Committee voted to equip the Manual Training school with sufficient apparatus to enable the third year class to take the prescribed work in forging and machinery. Accordingly such apparatus was purchased during the summer vacation with the expectation that everything would be in readiness upon the opening of the Fall term. The City Council was forthwith petitioned to adjust the machinery and make some minor alterations in the Manual Training building. But with an indifference that seemed well-nigh willful, our request was disregarded, the machinery lay undisturbed for months, and the pupils in the meanwhile were deprived of that instruction which the statute laws of the Commonwealth specifically declare they shall receive. Our Manual Training school should be encouraged in all heartiness and sincerity. New England is clamorous for intelligent and skilled mechanics and machinists, to whom her industrial preeminence is inseparably linked. Upon such workmen depends that higher industrialism for which New England must be representative in the future even more than she has been in the past. Highest patriotic motives, therefore, should prevent the slightest obstacle from arising in the pathway of this school's progress, especially in a city renowned as a great industrial center.

There are enrolled in the Manual Training school

at the present time 53 pupils, 35 in the first year, 13 in the second and five in the third year classes. The new equipment for the school includes: one 12 inch swing engine lathe, two 10 inch swing engine lathes, two 9 inch swing engine lathes, five machinist's vices, six anvils, three double forges provided with down draft system of exhausting smoke and gases, one blast fan, one 21 inch drill press, one 14 inch drill press; and forging tools consisting of hammers, chisels, swedges, tongs, fullers, flatters, and so forth, for a class of six pupils.

#### TEACHERS' CLUBS AND ASSOCIATIONS.

Perhaps the best evidence of a healthy professional spirit is the prevalence of teachers' clubs and associations. Several of these have been organized during the past year, and contribute in no small degree to the intellectual and social life of the teachers composing them.

At the Wetherbee school a thriving teachers' club has been formed which meets on alternate Wednesdays throughout the school year. The programs are diversified, consisting of educational reviews by the various members, discussion of pedagogical subjects, the reading of White's School Management, and talks on psychology by the master, Mr. Thompson.

The Packard School Teachers' club presents an admirable program for the year's work. It includes round table discussions by the members upon the topics of the day, educational, literary and political; a

review of current events, of which "The Dreyfus Case" is typical; also a literary and biographical sketch of the following authors: Rudyard Kipling, Elizabeth Stuart Phelps, Sarah Orne Jewett, Eugene Field, Robert Louis Stevenson and John Boyle O'Reilly.

The Nature Study club was originally formed for the study of birds by observation under the direction of Mr. Lamprey. During the winter months the club occupies itself with a consideration of such interesting topics as "Nature Study for Winter Months," "Memory Work for the Different Seasons," "The Heart and Lungs" and "An Evening with the Microscope."

The meetings of the High School Teacher's club reveal the happiest blending of social and intellectual qualities. Here mirthful pleasantry and serious discussion proceed hand in hand. During the present year the club is studying famous poets by taking some masterpiece each evening. A paper is presented upon the life and works of an author, and two or three short critiques follow upon thoughts germane to the general theme. Thus far the club has studied Tennyson's "Bugle Song," Shelley's "Shylock," Moore's "Last Rose of Summer" and others. Some member is appointed to report each month on current events. About an hour and a half is devoted each evening to the literary exercises, which are interspersed with vocal and instrumental selections. "The Lawrence High School Teachers' club is the best organization of

its kind to which I have ever belonged," says Principal Horne.

The Masters' club continues, as in previous years, to do most effective professional work. I submit its program for the year:

October 18,           -       -       -       " Educational Review "

C. M. LAMPREY.

"       "       -       -       " Educational System of France "

A. H. MORRISON.

November 22,       -       -       -       " Educational Review "

E. S. RILEY.

"       "       -       " Influence of Physical Laws on Society "

E. C. JEWELL.

December 20,       -       -       -       " Educational Review "

J. D. HORNE.

"       "       -       " Influence of Mental Laws on Society "

J. E. BURKE.

January 17,       -       -       -       " Educational Review "

H. L. BELISLE.

"       "       -       " Education in the Southern States "

F. V. THOMPSON.

February 21,       -       -       -       " Educational Review "

A. L. FULKERSON.

"       "       -       " Influence of Religion, Literature and  
Government on Society. "

M. T. O'BRIEN.

March 21,	-	-	-	" Educational Review "
				B. M. SHERIDAN.
" "				" Rise and Progress of Historical Literature "
				H. L. BELISLE.
April 18,	-	-	-	" Educational Review "
				J. E. BURKE.
" "	-			" Educational System of England "
				W. P. BROWN.
May 16,	-	-	-	" Educational Review "
				A. W. SCRIBNER.
" "	-			" Development of the English Intellect "
				J. D. HORNE.

#### THE NEW HIGH SCHOOL.

At the beginning of the year 1898 the discussion of a new High school building was resumed under favorable auspices. Frequent conferences were held between the School Committee and the City Council. On the 24th day of January the Mayor was authorized by the City Council to petition the General Court for special legislation. Accordingly an act passed the General Court, and on the 11th day of May was approved by Governor Wolcott, whereby "The City of Lawrence, for the purpose of the construction of a new High school building in said city and the purchase of land therefor, may incur indebtedness beyond the limit fixed by law to an amount not exceeding two hundred thousand dollars, and may issue bonds, notes or script therefor."



On the 27th of June an order passed the City Council seizing by right of eminent domain land at the corner of Haverhill and Lawrence streets for the purpose of erecting the new High school building thereon. This site includes property belonging to the Barbour estate, Ellen J. McCarthy, Mary A. Roberts, Lucy H. Stowe and the Father Mathew Total Abstinence Society.

On the 20th of September an ordinance was created by the City Council, section one of which reads as follows: "A Commission is hereby established, to be called the High School Commission, to which is committed the construction and erection of a new High school building for the City of Lawrence. Said Commission shall consist of the mayor of the city for the time being, who shall be chairman, ex-officio, and four persons as follows: Lewis P. Collins, Alfred A. Lamprey, James Flanagan and Robert H. Tewksbury."

The Commission entered upon its labors immediately upon its appointment, and is now busily engaged arranging the details preliminary to constructing the building. Mr. John Ashton, of Lawrence, who was the architect of the John K. Tarbox school, has been selected by the Commission as architect of the proposed High school building. A description of the building may be found in the appendix to this report.

#### ADDITIONAL ACCOMMODATIONS.

In my last annual report I reviewed at length the demands for increased school accommodations. A

discussion of this subject, therefore, would be merely repetition. My predictions as to the inadequacy of school accommodations in ward five were verified upon the opening of the September term, when the School Committee was obliged to make temporary provisions for overflow classes from both the Riverside and Lowell street schools. We were fortunate, finally, in securing the vestry of the United Congregational church at a moderate rental and the children were transferred to this building. Next year further temporary arrangements must be made for incoming classes. All argument is superfluous. A large grammar school should be erected at once in ward five. The parents of this section should brook no longer delay.

Another section of the city must receive relief upon the opening of the schools next September. All the schools north of the Spicket river are crowded to overflowing, from the Arlington school on the one hand to the Storrow on the other, and the attendance in these localities is increasing very rapidly from year to year. I would recommend the appointment of a committee to investigate the needs of the schools north of the Spicket and report at an early date such suggestions for relief as their combined wisdom may dictate.

#### THE SCHOOLS IN GENERAL.

*Normal Training School.*—In September Miss Leila M. Lamprey, returning from a year's leave of



absence, resumed her work as principal of the Normal Training school. In February Margaret A. Brouder, Ellen C. Tobin, Catherine F. Flanagan and Margaret G. O'Brien were graduated from the regular two years' course in the school, and the following young ladies, all graduates of State Normal schools, completed the prescribed twenty weeks' course: Ethel C. Ramsey, Josephine L. Deacy, Caroline S. Brady, Agnes A. Ashe and Katherine W. Murray. In June the regular graduates were Ella F. Arthur, Grace E. Eastman, Mary F. Cassidy, Carrie M. Hobbs, Bertha M. C. Bruckmann, Grace M. Nesbitt and Louise F. Wilkinson; and the following young ladies, graduates of the Salem Normal school, completed the half year course: Katherine M. Nolan and Lena A. Nolan. All of these young ladies are now employed as teachers in the public schools of Lawrence. At the present time there are twenty-eight pupil-teachers taking the regular work in the school—six in the senior, eight in the middle, seven in the junior and seven in the sub-junior classes. There are also two young ladies—one a graduate of Salem Normal school, the other a graduate of the Newburyport Training school—who are taking the half year supplementary course.

*Other Schools.*—The tenth annual contest by the senior class in the High school for the Valpey prizes occurred in City Hall on the twenty-fifth of May. The judges were Jonathan C. Bowker, M. D., Frederick H. Hedge, Librarian of the Public Library, and Richard W. Nutter, Master of the Wetherbee School. The

successful competitors were Genevieve A. McConnor and William L. Burke.

The graduation of the class of '98 of the Lawrence High school was held in City Hall on Tuesday, June twenty-eighth. The exercises consisted of class parts by representatives of the graduates and an interesting address by Rev. Elmer H. Capen, D.D., president of Tufts college. Hon. John Breen, with appropriate remarks, presented diplomas to sixty graduates. The Hood prizes for general excellence in scholarship and deportment during the High school course were awarded to Mary Alice Greenwood and Harriett Augusta Sleeper. The six grammar schools combined as usual and held graduating exercises in City Hall on Thursday, June thirtieth. Marshall P. Thompson, Esq., of Boston, delivered an exceptionally able address, and diplomas were presented to three hundred and thirty-one graduates by Mr. Daniel F. McCarthy, chairman of the Grammar School Committee. The names of the graduates of both the High and Grammar schools, with programs of their exercises, appear in the appendix to this report.

The Hood prizes are awarded to the schools making the most marked progress during the year. The Cross street, Union street and Storrow schools secured these prizes. The sewing prizes were awarded to the Training school and the Essex annex.

#### CONCLUSION.

In conclusion I desire to extend most grateful thanks to the School Committee, the teachers, truant

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officers, members of the press and all who have contributed in making my duties during the year an unbroken series of pleasant experiences.

Respectfully submitted,

J. E. BURKE,

*Superintendent of Schools.*

## STATISTICS.

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Valuation of the City for the year 1898,	-	-	\$37,576,798 00
Total expenditures for schools, exclusive of new buildings and repairs,	-	-	167,148 30
Population of the City, Census of 1895	-	-	52,164
Estimated population, December 1, 1898,	-	-	58,000
Number of children in City, between the ages of 5 and 15, according to Census of May 1st, 1897,	-	-	9,816
Number of children in City, between the ages of 5 and 15, according to Census of May 1st, 1898,	-	-	10,085
Increase for 1898 over 1897,	-	-	269
Aggregate enrollment since January 1st, 1898,	-	-	8,649
Average number belonging since January 1st, 1898,	-	-	6,752
Average attendance since January 1st, 1898,	-	-	6,436
Number of School Buildings	-	-	30
Number of class-rooms in High school and annexes,	-	-	19
Number of class-rooms in Elementary schools,	-	-	160
Number of teachers in High school,	-	-	19
Number of teachers in Grammar schools,	-	-	46
Number of teachers in Middle schools,	-	-	39
Number of teachers in Primary schools,	-	-	84
Number of Supervising Principals,	-	-	8
Number of critic teachers in Training school,	-	-	4
Number of pupil teachers in Training school,	-	-	30
Number of teachers of Music,	-	-	2
Number of teachers of Drawing,	-	-	2
Number of teachers of Sewing,	-	-	2
Number of teachers in Evening High school,	-	-	9
Number of teachers in Evening Elementary schools,	-	-	46
Number of teachers in Evening Drawing schools	-	-	3

TABLE A.

*Tabular statement of attendance for school year ending July 1, 1898.*

SCHOOLS.	Whole No. enrolled.		Average No. belonging.		Average daily attendance.		Per cent. of attendance.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	464	421	456	415	448	406	98.44	97.63
Oliver . . . . .	640	589	581	524	557	503	95.92	95.93
Essex . . . . .	584	551	546	524	527	505	96.39	96.38
Packard . . . . .	585	568	526	520	506	498	96.17	95.80
John R. Rollins . .	464	434	450	427	437	414	97.15	97.31
John K. Tarbox . .	509	464	484	444	474	433	97.22	96.46
Emily G. Wetherbee	449	402	407	397	390	386	95.30	96.83
Daniel Saunders . .	412	407	342	367	322	359	94.06	95.04
Union Street . . .	255	264	241	245	229	231	94.59	94.28
Park Street . . . .	224	221	196	203	188	195	95.74	95.85
Prospect Street . .	229	225	209	208	199	199	95.45	95.89
Storrow . . . . .	177	192	161	166	153	159	94.76	96.07
Walton . . . . .	164	155	118	116	112	110	94.03	94.23
Newbury Street . .	166	134	136	132	131	127	96.34	96.00
Harrington . . . .	159	153	150	147	146	143	97.00	96.44
Amesbury Street . .	241	212	191	200	178	187	93.19	93.70
Hampshire Street .	150	152	140	147	134	140	95.23	94.94
Cross Street . . .	161	160	143	143	138	133	96.20	94.54
Franklin . . . . .	234	201	204	169	191	160	93.54	94.07
Riverside . . . . .	165	170	152	157	151	150	95.24	95.88
Arlington . . . . .	354	361	338	329	323	314	95.62	95.45
Lowell Street . . .	172	187	162	180	154	171	94.80	95.18
Washington . . . .	266	238	219	230	210	218	95.90	96.76
Training . . . . .	258	251	238	245	226	232	94.94	94.70
Total . . . . .	7402	7112	6790	6635	6524	6373	95.55	95.64

TABLE B.

*Tabular statement of tardiness, dismissals and absences for the school year ending July 1, 1898.*

SCHOOLS.	No. of cases of tardiness.		No. half-day truancy.		No. of cases of dismissal.		No. of cases of absence.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	248	147	—	—	320	330	655	791
Oliver . . . . .	273	300	50	74	427	504	4335	3915
Essex . . . . .	647	485	4	9	619	707	3626	3502
Packard . . . . .	381	305	5	5	532	363	3678	3986
John R. Rollins . .	109	100	10	12	233	226	2338	2251
John K. Tarbox . .	529	333	75	1	509	306	2383	3045
Emily G. Wetherbee	356	260	17	11	329	281	2933	2403
Daniel Saunders . .	847	937	9	8	72	89	3663	3233
Union Street . . .	119	242	4	1	42	53	2401	2569
Park Street . . . .	374	451	5	6	98	119	1860	1554
Prospect Street . .	316	335	—	—	55	83	1714	1583
Storrow . . . . .	343	325	—	—	71	77	1528	1200
Walton . . . . .	341	340	21	36	59	50	1298	1235
Newbury Street . .	282	417	8	16	112	107	911	964
Harrington . . . .	209	214	—	2	60	71	827	892
Amesbury Street . .	292	216	16	10	37	268	2392	2355
Hampshire Street .	109	142	30	16	93	120	1169	1378
Cross Street . . .	108	127	11	11	150	260	992	1477
Franklin . . . . .	411	590	2	18	108	169	2416	1818
Riverside . . . . .	210	260	5	17	86	149	1369	1138
Arlington . . . . .	581	857	1	13	86	141	2678	2860
Lowell Street . . .	266	386	1	2	80	165	1530	1617
Washington . . . .	460	448	7	23	130	184	1619	2245
Training . . . . .	380	373	13	65	180	164	2206	2400
Total . . . . .	8141	8790	294	356	4488	5066	50521	50412

## REPORT OF TRUANT OFFICERS.

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LAWRENCE, MASS., DECEMBER 31, 1898.

*Mr. J. E. Burke, Superintendent of Schools :*

MY DEAR SIR:—The following is the report of the Truant Officers for the year ending Dec. 31, 1898 :

### SCHOOL CENSUS.

	1898	1897	1896	1895	1894
Ward 1 . .	1542	1487	1463	1443	1389
Ward 2 . .	1103	1055	1023	1035	1085
Ward 3 . .	1752	1721	1689	1654	1574
Ward 4 . .	1786	1839	1806	1774	1687
Ward 5 . .	1968	1916	1905	1854	1769
Ward 6 . .	1934	1798	1749	1533	1405
Total . .	10,085	9816	9635	9263	8609

Increase for 1898, 269. Increase over 1894, 1476.



## TRUANCY.

The following table will show in the aggregate the work performed by the officers for the year :

1898	No. of Schools Visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	Number of Parents or Guardians Notified.	No. Returned to School from the Street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January . .	313	189	18	4	2	156	16	—	—	5
February . .	225	110	12	2	1	98	13	—	—	—
March . . .	401	188	32	4	4	175	26	1	1	5
April . . .	309	177	38	5	8	163	27	—	—	23
May . . .	274	127	22	10	4	124	23	2	2	3
June . . .	299	209	31	9	11	183	25	2	2	8
September .	238	309	42	16	17	246	25	2	2	2
October . .	305	202	25	12	9	201	19	—	—	5
November .	283	210	19	7	3	198	28	1	1	5
December .	284	130	5	—	—	118	11	—	—	12
Totals . .	2931	1851	244	69	59	1662	213	8	8	68

## RESULT OF PROSECUTIONS.

Placed on Probation, . . . . .	3
Committed to Truant School, . . . . .	5



CONTAGIOUS DISEASES.

The following table will show by months the number of contagious diseases that have been reported to this department by the Board of Health and other sources :

DISEASE. 1898.	Jan.	Feb.	March	April	May	June	Sept.	Oct.	Nov.	Dec.	Totals
Dipht'ria	12	14	13	5	5	7	15	37	53	38	199
Scarlet Fever	13	5	7	2	2	13	14	35	33	40	164
Measles	1	3	1	2	10	77	8	18	133	167	420
Totals	26	22	21	9	17	97	37	90	219	245	783
Increase over 1897,       -       -       -       -       411											

LABOR CERTIFICATES.

By a change in the laws governing the issuing of labor certificates, there has been an increase in the number issued during the year. Formerly it was necessary for minors to attend school thirty weeks after their fourteenth birthday before they were entitled to the certificate. By the change they are entitled to a certificate when they are fourteen years of age. Following this report you will find extracts from

the statutes of this year governing not only the granting of labor certificates, but also the attendance at school. We append the following table :

1898.	Jan.	Feb.	March.	April.	May.	June.	July.	Aug.	Sept.	Oct.	Nov.	Dec.	Totals.
Unlimited .	52	36	61	37	73	82	32	37	308	166	40	47	971
Limited .							160	27					187
Totals .	52	36	61	37	73	82	192	64	308	166	40	47	1158

Increase for 1898 over 1897, 433.

In concluding this report we would take this opportunity of returning our sincere thanks to the School Committee, to you, sir, the teachers in our schools, the Police Department, and many others for their kind assistance during the year.

Respectfully submitted,

JAS. R. MCGOWAN,

EDWIN J. CATE,

*Truant Officers.*

## APPENDIX.

### ACTS OF THE YEAR 1898.

[Chap. 494.]

#### AN ACT TO REGULATE THE EMPLOYMENT OF LABOR.

*Be it enacted, etc., as follows :*

SECTION 1. No child under fourteen years of age shall be employed in any factory, workshop or mercantile establishment. No such child shall be employed in any work performed for wages or other compensation, to whomsoever payable, during the hours when the public schools of the town or city in which he resides are in session, nor be employed at any work before the hour of six o'clock in the morning or after the hour of seven o'clock in the evening.

SECTION 2. No child under 16 years of age shall be employed in any factory, workshop or mercantile establishment unless the person or corporation employing him procures and keeps on file and accessible to the truant officers of the town or city, and to the district police and inspectors of factories, an age and schooling certificate as hereinafter prescribed, and keeps two complete lists of all such children employed therein, one on file and one conspicuously posted near the principal entrance of the building in which such children are employed, and also keeps on file a complete list, and sends to the superintendent of schools, or, where there is no superintendent, to the school committee, the names of all minors employed therein who cannot read at sight and write legibly simple sentences in the English language.

SECTION 3. An age and schooling certificate shall be approved only by the superintendent of schools or by a person authorized by him in writing, or, where there is no superintendent of schools, by a person authorized by the school committee :

*provided*, that no member of a school committee or other person authorized as aforesaid shall have authority to approve such certificate for any child then in or about to enter his own employment, or the employment of a firm or corporation of which he is a member, officer or employee. The person approving the certificate shall have authority to administer the oath provided for therein, but no fee shall be charged therefor.

SECTION 4. An age and schooling certificate shall not be approved unless satisfactory evidence is furnished by the last school census, the certificate of birth or baptism of such child, the register of birth of such child with a town or city clerk, or in some other manner, that such child is of the age stated in the certificate.

SECTION 5. The age and schooling certificate of a child under sixteen years of age shall not be approved and signed until he presents to the person authorized to approve and sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. A duplicate of each age and schooling certificate shall be filled out and shall be kept on file by the school committee. Any explanatory matter may be printed with such certificate in the discretion of the school committee or superintendent of schools. The employment ticket and the age and schooling certificate shall be separately printed, and shall be filled out, signed, and held or surrendered, as indicated in the following forms : \* \* \* \* \*

SECTION 6. Whoever employs a child under sixteen years of age, and whoever having under his control a child under such age permits such child to be employed, in violation of section one or two of this act, shall for such offence be fined not more than fifty dollars ; and whoever continues to employ any child in violation of either of said sections of this act, after being notified by a truant officer or an inspector of factories thereof, shall for every day thereafter that such employment continues be fined not less than five nor more than twenty dol-

lars. A failure to produce to a truant officer or inspector of factories any age and schooling certificate or list required by this act shall be prima facie evidence of the illegal employment of any person whose age and schooling certificate is not produced or whose name is not so listed. Any corporation or employer retaining any age and schooling certificate in violation of section five of this act shall be fined ten dollars. Every person authorized to sign the certificate prescribed by section five of this act who knowingly certifies to any materially false statement therein shall be fined not more than fifty dollars.

SECTION 7. No person shall employ any minor over fourteen years of age, and no parent, guardian or custodian shall permit to be employed any such minor under his control who cannot read at sight and write legibly simple sentences in the English language, while a public evening school is maintained in the town or city in which such minor resides, unless such minor is a regular attendant at such evening school or at a day school: *provided*, that upon presentation by such minor of a certificate signed by a regular practising physician, and satisfactory to the superintendent of schools, or, where there is no superintendent of schools, the school committee, showing that the physical condition of such minor would render such attendance in addition to daily labor prejudicial to his health, said superintendent of schools or school committee shall issue a permit authorizing the employment of such minor for such period as said superintendent of schools or school committee may determine. Said superintendent of schools or school committee, or teachers acting under authority thereof, may excuse any absence from such evening school arising from justifiable cause. Any person who employs a minor in violation of the provisions of this section shall forfeit for each offence not more than one hundred dollars for the use of the evening schools of such town or city. Any parent, guardian or custodian who permits to be employed any minor under his control in violation

of the provisions of this section shall forfeit not more than twenty dollars for the use of the evening schools of such town or city.

SECTION 8. Truant officers may visit the factories, workshops and mercantile establishments in their several towns and cities and ascertain whether any minors are employed therein contrary to the provisions of this act, and they shall report any cases of such illegal employment to the school committee and to the chief of the district police, or to the inspector of factories for the district. Inspectors of factories and truant officers may require that the age and schooling certificates and lists provided for in this act, of minors employed in such factories, workshops or mercantile establishments, shall be produced for their inspection. Complaints for offences under this act shall be brought by inspectors of factories.

SECTION 9. Sections thirteen, fourteen, sixteen to twenty-five inclusive, sixty-seven, sixty-nine and seventy of chapter five hundred and eight of the acts of the year eighteen hundred and ninety-four, and all other acts and parts of acts inconsistent herewith, are hereby repealed.

SECTION 10. This act shall take effect on the first day of September in the year eighteen hundred and ninety-eight.

[*Approved, June 2, 1898.*

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[*Extracts from Chap. 496 of the Public Statutes of 1898, which became operative September 1, 1898.*]

AN ACT RELATIVE TO SCHOOL ATTENDANCE AND TRUANCY.  
*Be it enacted, etc., as follows :*

SECTION 4. Every town and city of twenty thousand or more inhabitants shall maintain as part of both its elementary and its high school system the teaching of manual training.

SECTION 5. Any town or city may, and every town and



city of ten thousand or more inhabitants shall, maintain annually evening schools for the instruction of persons over fourteen years of age, in orthography, reading, writing, the English language and grammar, geography, arithmetic, industrial drawing, both free-hand and mechanical, the history of the United States, physiology and hygiene and good behaviour. Such other subjects may be taught in such schools as the school committee deem expedient.

SECTION 6. Every city of fifty thousand or more inhabitants shall maintain annually an evening high school, in which shall be taught such subjects as the school committee thereof deem expedient, whenever fifty or more residents fourteen years of age or over who are competent in the opinion of the school committee to pursue high school studies shall petition in writing for an evening high school, and certify that they desire to attend such school. The committee shall determine the number of weeks in each year and the hours of the evening during which such schools shall be kept.

SECTION 11. No child who has not been duly vaccinated shall be admitted to a public school except upon presentation of a certificate signed by a regular practising physician that such child is an unfit subject for vaccination. No child who is a member of a household in which a person is sick with small-pox, diphtheria, scarlet fever or measles, or of a household exposed to contagion from a household as aforesaid, shall attend any public school during such sickness, or until the teacher of the school has been furnished with a certificate from the board of health of the town or city, or from the attending physician of such sick person, stating in a case of small pox, diphtheria or scarlet fever, that a period of at least two weeks, and in a case of measles a period of at least three days, has elapsed since the recovery, removal or death of such person, and that danger of the conveying of such disease by such child has passed.

SECTION 12. Every child between seven and fourteen years of age shall attend some public day school in the town or city in which he resides during the entire time the public day schools are in session, subject to such exceptions as to children, places of attendance and schools as are provided for in sections three, seven, ten and eleven of this act: *provided*, that the superintendent of schools or, where there is no superintendent of schools, the school committee, or teachers acting under authority of said superintendent of schools or school committee, may excuse cases of necessary absence; and *provided, further*, that the attendance of a child upon a public day school shall not be required if such child has attended for a like period of time a private day school approved by the school committee of such town or city in accordance with section two of chapter four hundred and ninety-eight of the acts of the year eighteen hundred and ninety-four, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable. Every person having under his control a child as described in this section shall cause such child to attend school as required by this section.

SECTION 16. The school committees of all towns and cities shall annually ascertain and record the names, ages and such other information as may be designated by the state board of education, of all persons between five and fifteen years of age, and of all minors over fourteen years of age who cannot read at sight and write legibly simple sentences in the English language, residing in their respective towns and cities on the first day of September, and such record shall be completed on or before the first day of October. The first census under the provisions of this section shall be taken in the year eighteen

hundred and ninety-nine. Whoever has under his control a minor over five years of age and withholds information in his possession sought by a school committee or its agents relating to the items required to be ascertained by this section, or falsifies in regard to the same, shall forfeit and pay a fine of not more than fifty dollars.

SECTION 24. Every habitual truant, that is, every child between seven and fourteen years of age who wilfully and habitually absents himself from school contrary to the provisions of section twelve of this act, upon complaint by a truant officer, and conviction thereof, may be committed, if a boy, to a county truant school for a period not exceeding two years, and if a girl, to the state industrial school for girls, unless such child is placed on probation as provided in section twenty-eight of this act.

SECTION 25. Every habitual absentee, that is, every child between seven and sixteen years of age who may be found wandering about in the streets or public places of any town or city of the Commonwealth, having no lawful occupation, habitually not attending school, and growing up in idleness and ignorance, upon complaint by a truant officer or any other person, and conviction thereof, may be committed, if a boy, at the discretion of the court, to a county truant school for a period not exceeding two years, or to the Lyman school for boys, and, if a girl, to the state industrial school for girls, unless such child is placed on probation as provided in section twenty-eight of this act.

SECTION 26. Every habitual school offender, that is, every child under fourteen years of age who persistently violates the reasonable regulations of the school which he attends, or otherwise persistently misbehaves therein, so as to render himself a fit subject for exclusion therefrom, upon complaint by a truant officer, and conviction thereof, may be committed, if a boy, at the discretion of the court, to a county truant school for

a period not exceeding two years, or to the Lyman school for boys, and, if a girl, to the state industrial school for girls, unless such child is placed on probation as provided in section twenty-eight of this act.

SECTION 31. Any person having under his control a child between seven and fourteen years of age who fails for five day sessions or ten half day sessions within any period of six months while under such control, to cause such child to attend school as required by section twelve of this act, the physical or mental condition of such child not being such as to render his attendance at school harmful or impracticable, upon complaint by a truant officer, and conviction thereof, shall forfeit and pay a fine of not more than twenty dollars. Any person who induces or attempts to induce any child to absent himself unlawfully from school, or employs or harbors while school is in session any child absent unlawfully from school, shall forfeit and pay a fine of not more than fifty dollars.

## THE NEW HIGH SCHOOL.

## ARCHITECT'S DESCRIPTION.

The new High school will have its main entrance on Lawrence street, with a frontage of 188 feet; Haverhill street will have an attractive entrance and a frontage of 145 feet; Oak street will have a frontage of 85 feet.

The exterior walls will be of light-colored brick, with mottled surface, stone trimmings, copper cornice and slate roof. The exterior decoration is more especially concentrated upon its main entrance, which will be impressive in composition and detail.

The main entrance is approached by granite steps 20 feet wide, flanked at both sides with massive granite buttresses. This entrance connects with the main corridor, 16 feet wide, which runs the entire length of the building north and south, and connects with the corridor, 14 feet wide, running east and west in the wing on Haverhill street, and intersects with entrance from Haverhill street.

These corridors are amply lighted from the stairways and from the windows at each end, and are neatly finished with plaster pilasters and beam ceiling.

From the main corridor two iron stairways, eight feet wide, easy of ascent and with spacious landings, lead to the floors above.

At the end of the east wing on Haverhill street another iron stairway, commencing with the drill hall, connects with each floor and the assembly hall.

As a preventive against possible dampness, the exterior walls are lined with hollow brick, and all foundation walls below grade are covered with asphalt.

The building will be piped for gas and wired for electric lighting, for combination fixtures. Iron armored tubing will be used, through which the electric wiring will be drawn as a preventive against fire. Both equipments will be arranged so they can be operated from the main switch-board in the basement.

Each floor will be equipped with two stand-pipes, adjacent to each stairway and will have gate valve and fifty feet of hose.

All exterior windows on the street fronts will be glazed with polished plate glass, while those in the rear will be double-thick German.

All doors entering class rooms will have a large panel of plate glass.

In the office of the Principal will be a self-winding programme clock electrically connected with a clock in each room, which will announce the change in school programme.

The entire north front on Oak street on the third floor will be used for mechanical and free-hand drawing rooms. These rooms, separated by the instructor's office, or exhibition room for class work, are spacious and well lighted, and specially arranged for the work in hand.

The chemical laboratory will have asphalt floors and brick walls. The tables will have slate tops and porcelain sinks, and specially arranged plumbing and



ventilation, and individual lockers for the students.

The science lecture room is between and immediately connected with the physical and chemical laboratories; it will have eighty-four tablet-armed chairs arranged in theatre form; also sliding blackboards and demonstration table.

Each laboratory will have specially fitted rooms for storage of apparatus.

Each floor will have special storage room with elevator lift passing through from basement to top floor.

A prime feature will be the observatory tower, with revolving dome and sliding shutter, for astronomy study.

The assembly hall, located on the third floor, will be amply lighted from three sides and will have a seating capacity of 775 on the main floor and 80 in the gallery.

The ceiling will be beamed and panelled, with cornice around the entire room, and, together with the quiet tints and color scheme, will be a pleasing and effective treatment.

Each floor will be provided with drinking fountains near each stairway.

Coat rooms will be well lighted and specially ventilated, and provided with iron grille partitions and umbrella racks.

On the second floor, directly over the main entrance, is the library, provided with spacious book-cases on three sides of the room.

The hardware will be of special design.

The building will have :

- 4 Class rooms, 27 ft. x 35 ft.
- 8 Class rooms, 31 ft. x 32 ft.
- 4 Class rooms, 26 ft. x 32 ft.
- 3 Recitation rooms, 23 ft. 6 in. x 24 ft.
- 3 Recitation rooms, 27 ft. x 27 ft. 4 in.
- 1 Recitation room, 21 ft. x 27 ft.
- 2 Drawing rooms, 31 ft. x 32 ft.
- 1 Drawing room, 16 ft. x 20 ft.
- 1 Biographical room, 27 ft. x 35 ft.
- 1 Library, 30 ft. x 38 ft. 6 in.
- 1 Chemical laboratory, 30 ft. x 38 ft. 6 in.
- 1 Physical laboratory, 31 ft. x 40 ft.
- 1 Science lecture room, 27 ft. x 35 ft.

In addition to the above rooms there are two teachers' rooms, principal's office, storage rooms on each floor and assembly hall.

Each floor has two sanitariums, with concrete floors, slate partitions, marble lavatories and nickel-plated metal work.

The basement is specially arranged to admit of finishing five class-rooms, should the growth of the school at any time demand it. In addition to this the basement will have play-rooms, lunch-room, drill hall, 31 feet by 69 feet ; also two sanitariums, boiler and fan rooms and coal bunkers.

The boiler and fan rooms are so arranged as to be independent of any of the other rooms.

The building will be heated by two horizontal

tubular boilers of about 240 horse-power, with separate boiler to run the engine and fans.

The building will be heated by hot air forced through the building by two fans eight feet in diameter, so arranged that if one fan should be disabled or be stopped for any cause, the other fan will supply the building.

As the hot air is taken into the fan-room it is forced through the primary heaters (which gives it a temperature of sixty-five degrees) into galvanized iron chambers; from these chambers ducts lead to each room, where the air is delivered eight feet above the floor. At the base of these ducts are placed auxiliary heaters, which give the air the temperature desired before entering the rooms. The temperature of the rooms is automatically controlled at the base of each duct. The temperature of the rooms, once established, is maintained without any interference by the teacher or janitor.

The ventilation is accomplished by two fans in the attic, which draw the vitiated air from the rooms and discharge it through the roof. The sanitarium and chemical laboratory are ventilated separately by means of separate ducts and fan, making the system thorough and complete in all its details; giving every assurance of a perfect heating and ventilating plant.

The architect is Mr. John Ashton, of Lawrence.

## LIST OF BOOKS

*For Elementary Grades, prepared by Miss Leila M. Lamprey,  
Principal of Normal Training Schools. The numbers  
are from Catalogue of Lawrence Public Library.*

### GRADE IV.

P 743	Little Mr. Thumbelfinger and his Queer Country,	J. C. Harris
H 678	Uncle Remus and His Friends,	"
P 407	Little Lord Fauntleroy,	Burnett
9623	Story of a Bad Boy,	Aldrich
P 315	Joyous Story of Toto,	Richards
P 314	Toto's Merry Winter,	"
P 796	Melody,	"
P 1133	Three Margarets,	"
P 149	Spinning Wheel Stories,	Alcott
P 387	The Bird's Christmas Carol,	Wiggin
P 619	Story of Patsy,	"
P 157	Jack and Jill,	Alcott
P 576	Captain January,	Richards
P 261	Five Little Peppers. How They Grew,	Sidney
P 264	" " " Midway,	"
P 574	" " " Grown Up,	"
P 29	Little People of Asia,	Miller
9449	Adventures of a Brownie,	Craik
P 721	When Life is Young,	Dodge
F 243	My Backyard Zoo,	Wood
P 439	Brownies: Their Book,	Cox

### GRADE V.

9135	Alice's Adventures in Wonderland,	Carroll
9136	Through the Looking Glass,	"

6021	Little Women,	Alcott
O 1156	Black Beauty,	Sewall
P 565	Pilgrims and Puritans,	Moore
O 2257	Marm Lisa,	Wiggin
P 666	Vols. 1, 2, 3, 4 The Story Hour,	"
P 179	The Bubbling Teapot,	Champney
P 748	Yellow Fairy Book,	A. Lang
P 663	Green " "	"
P 1132	Pink " "	"
P 425	Little Saint Elizabeth,	Burnett
P 839	Two Little Pilgrims,	"
6023	Little Men,	Alcott
P 173	Joe's Boys,	"
P 1026	Mr. Rabbit at Home,	Harris
7035	We Girls,	Whitney
6022	Old-Fashioned Girl,	Alcott
O 778	Homespun Yarns,	Whitney
P 513	Editha's Burglar,	Burnett
O 1211	Timothy's Quest,	Wiggin
7559	Christmas Carol,	Dickens
2473	Homes Without Hands,	Wood
9659	Hans Brinker,	Dodge
F 246	Little Brothers of the Air,	Miller
P 324	Children of the Cold,	Schwatka
D 1076	Young Nimrod of North,	"
9683	Stories of American History,	Dodge
P 762	Stories of Heroic Deeds,	Johonnot
P 761	Stories of Our Country,	"
9605	Story of Our Country,	Monroe
B 693	Story of Massachusetts,	Hale
P 57	Young Folk's History of Boston,	Butterworth
P 565	Pilgrims and Puritans,	Moore
1555	Miles Standish,	Abbott
P 395	Children's Stories in American History,	Wright

9308	The Farmer Boy (Washington),	Thayer
P 35	Drake, the Sea King,	Towle
9673	Magellan,	"
9675	Sir Walter Raleigh,	"
9671	Vasco da Gama,	"
O 1314	Betty Alden,	Austin
O 1216	Dr. LeBaron and His Daughters,	"
O 870	A Nameless Nobleman,	"
O 1112	Standish of Standish,	"
P 20	Boston Town,	Scudder
4000	Landing of the Pilgrims,	Hemans
5754	Courtship of Miles Standish,	Longfellow
4124	Evangeline, Giles Corey, John Endicott, Sir Humphrey Gilbert,	"
3937	Columbus,	Lowell
P 229	Stories of Invention,	Hale
P 21	Around the Hub,	Drake
D 1182	Some Strange Corners of Our Country,	Lummis
P 792	Merry Adventures of Robin Hood,	Pyle
P 598	American History Stories,	Pratt

## GRADE VI.

3893	Vols. 1, 2 Pied Piper of Hamelin,	Browning
9453	At the Back of the North Wind,	MacDonald
3715	Rip Van Winkle : Legend of Sleepy Hollow,	Irving
O 212	Prince and Pauper,	Clemens
P 230	Horatius at the Bridge,	Macaulay
C 766	Poor Girls Who Became Famous,	Bolton
G 695	With Trumpet and Drum,	Field
F 399	Among the Moths and the Butterflies,	Ballard
9990	Rudder Grange,	Stockton
9662	Being a Boy,	Warner
A 310	In the Wilderness,	"
7039	Real Folks,	Whitney



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|--------|--|--------------|
| 7038   | A Summer in Leslie Goldthwaite's Life, | Whitney      |
| 9663   | Quinnebasset Girls,                    | R. S. Clarke |
| O 1299 | In Old Quinnebasset,                   | "            |

*South America.*

- |       |                                      |            |
|-------|--------------------------------------|------------|
| P 416 | Boy Travellers in South America,     | Knox       |
| P 36  | Three Vassar Girls in South America, | Champney   |
| D 216 | Around and About South America,      | Vincent    |
| 4086  | Vol. 30 Poems of Places,             | Longfellow |

*North America (Mexico).*

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|-------|-------------------------------|------------|
| P 420 | Boy Travellers in Mexico,     | Knox       |
| P 673 | Story of Mexico,              | S. Hale    |
| P 412 | Family Flight Through Mexico, | "          |
| 4086  | Vol. 30 Poems of Places,      | Longfellow |

*West Indies.*

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| 4086  | Vol. 30 Poems of Places, | Longfellow |
| D 182 | Due South,               | Ballou     |

*North America (Canada).*

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| 4086  | Vol. 30 Poems of Places,                   | Longfellow  |
| P 37  | Zigzag Journeys in Arcadia and New France, | Butterworth |
| P 440 | Great Grandmother's Girls in New France,   | Champney    |

*United States.*

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|------|----------------------------|----------|
| D 4  | Journeys in Alaska,        | Scidmore |
| D 19 | A Woman's Trip to Alaska,  | Collis   |
| P 93 | Family Flight Around Home, | Hale     |
| 5947 | The White Hills,           | King     |

*Europe.*

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|------|------------------------------|------------|
| 4086 | Poems of Places,             | Longfellow |
|      | Vols. 1-4 England and Wales. |            |

- 4086 Vol. 5 Ireland.  
 6- 8 Scotland, Denmark, Iceland, Norway,  
 Sweden.  
 9-10 France and Savoy.  
 11-13 Italy.  
 14, 15 Spain, Portugal, Belgium, Holland.  
 16 Switzerland, Austria.  
 17, 18 Germany.  
 19 Greece, Turkey.  
 20 Russia.
- P 91 Viking Bodleys.  
 P 40 Mr. Bodley in England, Scudder  
 P 15 Bodleys Abroad, "  
 P 12 Vol. 2. Young Nimrods Around World, Knox  
 P 417 Adventures of Two Youths in Russian Empire, "  
 P 421 Boy Travellers in Southern Europe, "  
 4899 Vol. 1. Improvisatore, Andersen  
 P 232 Jack Archer, Henty
- Asia.*
- P 11 Vol. 1 Boy Travellers in Japan and China, Knox  
 2 Boy Travellers in Siam and Java. "  
 3 Boy Travellers in Ceylon and India "  
 4 Boy Travellers in Holy Land, "  
 D 852 Boy Travellers in Levant, "  
 D 1155 Wee Ones of Japan.  
 D 1770 Through China with a Camera.  
 D 928 Java, Scidmore  
 D 742 Jinrikisha Days in Japan, "  
 P 23 Young Americans in Japan, Greey  
 P 25 Young Americans in Wonderful  
 City of Tokio, Greey  
 P 4 All Aboard for Sunrise Lands, Rand  
 D 601 Sunshine and Storm in the East, Brassey

D 1051	Voyage in Yacht Sunbeam,	Brassey
4086	Poems of Places,	Longfellow
	Vol 21 Syria.	
	22 Asia Minor, Mesopotamia, Arabia,	
	Turkey, Afghanistan.	
	23 Persia, India, Chinese Empire, Japan.	

*Africa.*

P 11	Vol. 2 Boy Travellers in Africa,	Knox
P 570	Dash for Khartoum,	Henty
D 851	Home Life on an Ostrich Farm,	Martin
P 560	Cat of Bubastes,	Henty
4086	Vol. 24 Poems of Places,	Longfellow
P 98	Our Young Folks in Africa,	McCabe
B 343	Story of American Indian,	Brooks
B 341	Century of Dishonor,	Jackson
O 484	Ramona,	"
975	Conspiracy of Pontiac,	Parkman
1445	Historic Americans,	Parker
1430	Famous Americans,	Parton
G 192	Songs of Poetry,	Butterworth
B 322	The Red Man and the White,	Ellis
975	Conspiracy of Pontiac,	Parkman
B 347	Brant and Red Jacket,	Eggleston
B 348	Pocahontas,	"
B 345	Tecumseh,	"
6180	Deerslayer,	Cooper
7174	Last of Mohicans,	Cooper
6178	Pathfinder,	"
6171	Pioneers,	"
6185	Prairie,	"
6176	Red Rover,	"
3926	Hiawatha,	Longfellow
3869	Chippewa Legend,	Lowell

3923	Bridal of Pennacook,	Whittier
9495	Peter Stuyvesant,	Abbott
P 18	Old Times in the Colonies,	Coffin
B 17	Making of New England,	Drake
P 228	Stories of Discovery,	Hale
9570	Vol. 1 Young Folks' Book of American Explorers,	Higginson
B 56	New England Legends and Folk Lore,	Drake
801	Vol. 9 A Half Century of Conflict,	Parkman
	3 Discovery of Great West,	"
	5 Fontenac and New France under Louis XIV,	"
	2 Jesuits in North America,	"
	7 Montcalm and Wolfe,	"
	1 Pioneers of France in New World,	"
	4 Old Regime in Canada,	"
6179	Mercedes of Castile,	Cooper
6187	The Water Witch,	"
6366	Twice Told Tales,	Hawthorne
6390	Bay Path,	Holland
3715	Sketch Book,	Irving
9651	Vol. 4 Good Old Times,	Kellogg
6461	Rob of the Bowl,	Kennedy
6952	Green Mountain Boys,	Thompson
9207	Biographical Stories,	Hawthorne
P 402	Vols. 1, 2 Historic Boys,	Brooks
P 233	With Wolfe in Canada,	Henty
P 1123	True to His Home (Franklin),	Butterworth
6787	Yemassee,	Simms
6782	Vasconselos,	"
H 370	Beacon Lights of Patriotism,	Carrington
B 332	Indian History for Young Folks,	Drake
K 406	The Sabbath in Puritan New England,	Earle
P 101	Tales of the Pathfinders,	Gilman

C 862	Young Sir Henry Vane,	Hosmer
O 218	My Lady Pocahontas,	Cooke
6202	Stories of the Old Dominion,	"
9860	Virginia Comedians,	"
C 179	Colonial Ballads,	Preston
9308	Farmer Boy (Washington),	Thayer

## GRADE VII.

6360	Great Stone Face,	Hawthorne
8263	Tom Brown's School Days,	Hughes
P 449	Two Little Confederates,	Page
P 763	Jungle Books,	Kipling
8741	Vol. 4 Rab and His Friends,	Brown
	17 A-hunting of the Deer,	Warner
	10 A Dog of Flanders,	L. de la Rame
6297	Hoosier Schoolmaster,	Eggleston
7392	Around the World in Eighty Days,	Verne
3707	Alhambra,	Irving
I 275	Old Ocean,	Ingersoll
6020	Hospital Sketches,	Alcott
3789	My Summer in a Garden,	Warner
6901	Oldtown Folks,	Stowe
6909	Sam Lawson's Fireside Stories,	"
P 336	Treasure Island,	Stevenson
O 708	Kidnapped,	"
O 1565	David Balfour,	"
P 230	Boys' Heroes,	Hale

*South America.*

D 224	Spanish American Republics,	Child
B 1420	History of South American Countries.	
D 1017	Following Equator,	Clemens
D 1200	Over the Andes,	Butterworth
4086	Vol. 30 Poems of Places,	Longfellow

2092	A Journey in Brazil,	Agassiz
	<i>Greenland and Iceland.</i>	
9420	Cast Away in the Cold,	Hayes
D 1073	Voyage of Jeanette,	DeLong
D 2002	Farthest North,	Nansen
D 1098	My Arctic Journal,	Peary
	Skeleton in Armor,	Longfellow
D 1072	Ice Pack and Tundra,	Gilder
1965	Open Polar Seas,	Hayes
D 1085	Greenland,	Rink
9652	Adrift in Ice Fields,	Hall
	<i>United States.</i>	
P 690	A New England Girlhood,	Larcom
C 1181	A New England Boyhood,	Hale
P 411	All Among the Lighthouses,	Crowningshield
P 432	Adirondack Cabin,	Lathrop
P 448	Among the Camps,	Page
D 95	Bits of Travel,	Jackson
4086	Poems of Places,	Longfellow
	Vols. 25, 26 New England States.	
	27 Middle States.	
	28 Southern States.	
	29 Western States.	
P 405	Zigzag Journeys in Sunny South,	Butterworth
P 410	Three Vassar Girls at Home (South and West),	Champney
D 1220	Dixie,	Ralph
D 120	Great South,	King
O 998	Remember the Alamo,	Barr
B 695	Story of Georgia,	Harris
B 690	Story of Louisiana,	Thompson
B 692	Story of Kentucky,	Connelly



B 694	Story of New Mexico,	Ladd
P 404	Zigzag Journeys in Great Northwest,	Butterworth

*Europe.*

Poems of Places (See Grade vi).

5654	Bits of Travel Abroad,	Jackson
D 309	Land of Midnight Sun,	DuChaillu
D 259	European Breezes,	Pitman
1824	American Girl Abroad,	Trafton
A 654	Child's History of Spain,	Bonner
P 24	Three Vassar Girls Abroad,	Champney
P 42	Three Vassar Girls in England,	"
P 409	Three Vassar Girls on Rhine,	"
P 408	Three Vassar Girls in Italy,	"
P 441	Three Vassar Girls in Russia and Turkey,	"
P 414	Three Vassar Girls in France (Siege of Paris)	"
P 10	Zigzag Journeys in Europe,	Butterworth
P 5	Zigzag Journeys in Classic Lands,	"
P 429	Zigzag Journeys in Mediterranean,	"
P 833	Zigzag Journeys Around World,	"
P 26	Family Flight Through Germany, Norway and Sweden,	Hale

*Asia.*

P 27	Family Flight Through Egypt and Syria,	"
A 603	Story of Japan,	Van Bergen
P 427	Our Boys in China,	French
P 428	Our Boys in Japan,	"
P 691	Java,	Higginson
1813	Tent Life in Siberia,	Kennan
D 608	Life with Trans-Siberian Savages,	Howard
P 406	Zigzag Journeys in India,	Butterworth
P 403	Zigzag Journeys in Levant,	"
P 6	Zigzag Journeys in Orient,	"

## Poems of Places (See Grade vi).

*Africa.*

P 27	Family Flight Through Egypt and Syria,	Hale
D 774	Winters in Algeria,	Bridgeman
D 769	Thousand Miles Up the Nile,	Edwards
D 850	Yankee Girls in Zululand,	Sheldon
	760 Stories Told in an African Forest.	
P 418	Adventures of Two Youths on Congo.	
D 788	In Darkest Africa,	Stanley
	5896 How I Found Livingstone.	"
	4086 Vol. 24 Poems of Places,	Longfellow
D 765	Winter on Nile,	Warner
	1948 Boat Life in Egypt,	Prime
D 900	Azores,	Weeks
D 901	Summer Among Azores,	Baker

*Australia.*

P 1070	Land of Kangaroo.	
P 431	Zigzag Journeys in Australia.	
P 413	Zigzag Journeys in Antipodes.	
P 850	Ran Away from the Dutch,	Perelaer
	4086 Vol. 31 Poems of Places,	Longfellow
P 419	Boy Travellers in Australia,	Knox
	6908 Vols. 1 and 2 Dred,	Stowe
O 704	Uncle Tom's Cabin,	"
	3931 Vol. 1 and 2 Biglow Papers,	Lowell
	3923 Voices of Freedom,	Whittier
	799 Oregon Trail,	Parkman
C 1620	Century Book of Famous Americans,	Brooks
P 1121	Century Book of American Revolution,	"
O 1874	Daughters of Revolution and Their Times,	Coffin
	9814 Thankful Blossom (Winter Quarters, 1779-80),	Harte
O 2390	Hugh Wynne,	Mitchell

811	Story of Patriot's Day,	Varney
P 226	Stories of Sea, 'Told by Sailors,	Hale
P 225	Stories of War, 'Told by Soldiers,	"
1476	Life of Marion,	Simms
B 703	Burgoyne's Invasion,	Drake
B 702	Critical Period of United States,	Fiske
P 685	War of Independence,	"
C 909	George Washington,	Hale
C 623	George Washington,	Lodge
C 540	Samuel Adams,	Hosmer
C 317	Mary and Martha Washington,	Lossing
B 223	Two Spies,	"
P 536	Storm Mountain,	Ellis
P 535	Wyoming,	"
G 14	Boys' Book of Battle Lyrics,	English
B 671	Story of Ohio,	Black
P 17	Building the Nation,	Coffin
3713	Astoria,	Irving
B 7	History of People of United States,	McMaster
1697	El Dorado,	Taylor
P 396	Vols. 1, 2, 3 Children's Stories of American Progress,	Wright
9423	Daniel Boone,	Abbott
C 554	John Randolph,	Adams
2500	Nat the Navigator,	Bowditch
1248	American Merchants,	Hunt
P 690	A New England Girlhood,	Larcom
C 550	John Quincy Adams,	Morse
9267	The Farmer Boy (Grant),	Penniman
1517	John Brown,	Redpath
6182	Wing-and-Wing,	Cooper
9578	Vol. 1 Big Brother,	Eggleston
	2 Captain Sam,	"
	3 Signal Boys,	"

8741	Vol. 1	Man Without a Country,	Hale
9807		Philip Nolan's Friends,	"
P 1122		Story of American Sailor,	Brooks
P 426		Story of American Soldier,	"
9615		Boys of '76,	Coffin
982	Vols. 1 and 2	Pictorial Field Book of the Revolution,	Lossing
724		War of Independence,	Ludlow
B 552		Winning the West,	Roosevelt
1125	Vol. 2	Men's Manners in America,	Scudder
P 379		Boston Tea Party,	Watson
983		Camp Fires of the Revolution,	"
6173		Lionel Lincoln,	Cooper
6172		The Pilot,	"
6170		The Spy,	"
9598		Peter and Polly,	Greene
G 72		Seventy-Six: Song of Marion's Men,	Bryant
3965		Concord Hymn,	Emerson
G 789		Grandmother's Story of Battle of Bunker Hill,	Holmes
4124		Paul Revere's Ride,	Longfellow
3877		Songs of the Soldiers,	Moore
1547		Paul Jones,	Abbott
P 686		George Washington,	Scudder
B 618		Blue Jackets of 1812,	Abbott
L 643		The Negro Question,	Cable
P 723		Making of the Great West,	Drake
C 315		Souvenirs of My Time,	Fremont
C 559		James Madison,	Gay
1525		James Monroe,	Gilman
C 551		Alexander Hamilton,	Lodge
C 557		Daniel Webster,	"
C 539		John Marshall,	Magruder
C 626		Lewis Cass,	McLaughlin
C 624		Benjamin Franklin,	Morse

C 538	John Adams,	Morse
C 550	John Q. Adams,	"
C 556	Thomas Jefferson,	"
C 625	John Jay,	Pellen
C 544	Gouverneur Morris,	Roosevelt
C 541	Thomas Hart Benton,	"
C 542	Henry Clay,	Schurz
C 558	Albert Gallatin,	Stevens
C 543	Patrick Henry,	Tyler

## GRADE VIII.

9348	Gulliver's Travels,	Swift
7430	Ninety-Three,	Hugo
O 240	Pickwick Papers,	Dickens
O 248	David Copperfield,	"
O 244	Nicholas Nickleby,	"
O 242	Old Curiosity Shop,	"
O 241	Oliver Twist,	"
7757	Ivanhoe,	Scott
8552	Vols. 1 and 2 Henry Esmond,	Thackeray
O 760	Ben Hur,	Wallace
3767	Winter Neighbors,	Burroughs
9621	Jan of the Windmill,	Ewing
4238	History of a Mouthful of Bread,	Macé
280	Lady of the Lake,	Scott
5732	Vol. 10 Julius Cæsar,	Shakespeare
4	Merchant of Venice,	"
9686	Lamb's Tales from Shakespeare.	
D 1063	Two Years Before the Mast,	Dana
6644	Scottish Chiefs,	Porter
6643	Thaddeus of Warsaw,	"
P 803	Chaucer's Stories Simply Told,	Seymour
3229	Legends of the Madonnas,	Jameson
P 52	Boy's Troissart,	Lanier

P 53	Boy's King Arthur,	Lanier
L 956	Vols. 1 and 2 The Workers,	Wyckoff
D 1261	Cuba and Porto Rico,	
4346	Over the Ocean,	Guild
2047	Abroad Again,	Guild
6752	Vol. 4 Tales of a Grandfather,	Scott
7517	Adventures in Thule,	Black
P 1150	With Frederick the Great,	Henty
D 241	A Tramp Abroad,	Clemens
D 456	Sentimental Journey Through France and Italy,	Pennell
D 455	Two Pilgrims' Progress,	"
C 447	Chinese Gordon.	
C 1535	Cecil Rhodes.	
P 830	Story of South Africa,	Theal
D 780	Vols. 1, 2 Through Dark Continent,	Stanley
D 783	Vols. 1, 2 Congo,	"
D 1771	China in Transformation,	Colquhoun
A 426	Story of People of England in 19th Century,	J. McCarthy
L 710	How the Other Half Live,	Riis
D 1807	Egypt in '98,	Steevens
D 1671	Thro' Persia on a Side-Saddle,	Sykes
B 787	Making of the Nation,	Walker
D 1740	Thro' Unknown Tibet,	Welby

*Little Classics. E. R. Johnson, Editor.*

- 8741 Vol. 1, Exile; Vol. 2, Intellect; Vol. 3, Tragedy;  
 Vol. 4, Life; Vol. 5, Laughter; Vol. 6, Love; Vol. 7,  
 Romance; Vol. 8, Mystery; Vol. 9, Comedy; Vol. 10,  
 Childhood; Vol. 11, Heroism; Vol. 12, Fortune; Vol.  
 13, Narrative Poems; Vol. 14, Lyrical Poems; Vol.  
 15, Minor Poems; Vol. 16, Authors; Vol. 17, Nature;  
 Vol. 18, Humanity.



*Burroughs.*

- H 306   Pepacton.  
       3775   Winter Sunshine.  
       3766   Wake Robin.  
 H 305   Locusts and Wild Honey.

*Thoreau.*

- H 266   Early Spring in Massachusetts.  
       3520   Walden.  
       3521   Week on Concord and Merrimack Rivers.

*Gibson, W. H.*

- I 177   Camp Life in Woods, Sharp Eyes.

*Hawthorne.*

- 8746   Vols. 1 and 2   Mosses from an Old Manse.

*Lamb.*

- 8741   Vol. 5   A Dissertation on Roast Pig.

*Longfellow.*

- 4124   Psalm of Life, Reaper and Flowers, Wreck of Hesperus, Skeleton in Armor, The Old Clock on the Stairs, Arrow and Song, Building of Ship, Children's Hour, Song of Hiawatha, Courtship of Miles Standish, Paul Revere's Ride, King Robert of Sicily, Killed at the Ford, Christmas Bells, The Revenge of Rain-in-the-Face, The Harvest Moon, The Village Blacksmith, Rain in Summer, Excelsior.

*Lowell.*

- 3937   The First Snow-Fall, To the Dandelion, The Vision of Sir Launfal.

*Whittier.*

- 3994 The Frost Spirit, The Barefoot Boy, Revisited, In  
School Days, Maud Muller, Skipper Ireson's Ride,  
Among the Hills, King Volmer's Elsie, King Solo-  
mon and the Ants, How the Robin Came, Massachusetts  
to Virginia, Barbara Frietchie, June on the Merrimac,  
Our River.  
3921 Snow Bound.  
3922 Tent on the Beach.  
3919 Songs of Labor.

*Drake.*

- 8741 Vol. 13 The Culprit Fay.

*Scott.*

- 280 Lay of Last Minstrel, Lady Heron's Song, "Lochin-  
var" in Marmion.

*Cary, Alice.*

- G 150 An Order for a Picture.

*Holmes.*

- 3930 Old Ironsides, The Last Leaf, To an Insect, The Dor-  
chester Giant, The Height of the Ridiculous, Deacon's  
Masterpiece, Under the Violets, Great Grandmother's  
Story of Battle of Bunker Hill, How the Old Horse  
Won the Bet, The Broomstick Train, Chambered  
Nautilus.

*Bryant.*

- G 72 The Death of the Flowers, Thanatopsis, To a Water-  
fowl, Truth Crushed to Earth, etc.

*Tennyson.*

- 4129 Idylls of the King, Lady Clare, Lady Clara Vere de

Vere, Enoch Arden, Brook, May Queen, The Brook's Song in "The Brook," The Charge of the Light Brigade, Flower in the Crannied Wall, The Lady of Shalott, Bugle Song, from "The Princess," Ring out, wild bells, to the wild sky, from "In Memoriam."

*Shelley.*

8525 To a Skylark.

*Browning.*

3893 Vols. 1, 2 How They Brought the Good News From Ghent to Aix, Pied Piper of Hamelin, The Glove.

P 649	Story of Civil War,	Blaisdell
2285	Chemical History of a Candle,	Faraday
P 688	Up and Down Brooks,	Bamford
4187	How to Get Strong,	Blaikie
F 382	Life and Her Children,	Buckley
P 750	Beric the Briton,	Henty
C 663	Captains of Industry,	Parton
K 445	Pilgrim's Progress,	Bunyan
B 349	Montezuma,	Eggleston
6980	Three Scouts,	Trowbridge
F 25	Star Land,	Ball
P 44	Man-of-War Life,	Nordhoff
D 572	Personally Conducted,	Scudder
7033	Faith Gartney's Girlhood,	Whitney
P 111	Vol. 3 Land of Pluck,	Dodge
F 377	Winners in Life's Race,	Buckley
P 689	Coal and Coal Mines,	Greene
P 687	Birds Through an Opera Glass,	Merriam
1700	Views Afoot,	Taylor
7049	John Brent,	Winthrop
6723	Picciola,	Saintine
O 567	Down the Ravine,	Murfree

F 518	Sharp Eyes,	Gibson
C 1567	Little Journeys to the Homes of Famous Women.	
D 57	Tenting on the Plains,	Custer
D 88	Boots and Saddles,	"
D 1180	Following the Guidon,	"
P 1236	Master of Strong Hearts (Custer),	Coffin
C 1167	A. Lincoln,	"
B 270	Young Folks' History of the War for the Union,	Champlin
P 19	Boys of '61,	Coffin
B 617	Drumbeat of the Nation,	"
9407	Following the Flag,	"
B 625	Freedom Triumphant,	"
B 626	Marching to Victory,	"
9141	My Days and Nights on the Battlefield,	"
B 627	Redeeming the Republic,	"
959	Vols. 1, 2, 3 Pictorial History of the Civil War,	Lossing
819	Story of the Great March,	Nichols
B 624	Sailor Boys of '61,	Soley
9313	Youths' History of the Civil War,	Thayer
P 423	Recollections of a Drummer Boy,	Kieffer
1615	Stonewall Jackson,	Randolph
9310	Abraham Lincoln,	Thayer
9480	Winning His Way,	Coffin
6982	Coupon Bonds,	Trowbridge
6977	Cudjo's Cave,	"
6980	Three Scouts,	"
3874	Lyrics of Loyalty,	Moore
3875	Rebel Rhymes and Rhapsodies,	"
3916	In War Times,	Whittier
3726	Margaret Smith's Journal,	"
P 226	Spanish Armada,	Hale
9005	History of Alfred the Great,	Abbott

9011	History of Elizabeth,	Abbott
9016	History of Mary, Queen of Scots,	"
9020	History of Richard I.,	"
9024	History of William the Conqueror,	"
51	History of Charlemagne,	James
9040	History of Marie Antoinette,	Abbott
O 1047	Steadfast,	Cooke
B 652	Battle of Gettysburg,	Drake
1075	Army Life in a Black Regiment	Higginson
C 195	Memoirs,	Grant
P 656	Jed,	Goss
814	Color Guard,	Hosmer

## PROGRAM

Of the Tenth Annual Contest for the Valpey Prizes,  
 Awarded for the Best Original Essay and  
 Declamation of the Class of '98,  
 Lawrence High School,

AT CITY HALL, WEDNESDAY, MAY 25, 1898.

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ACCOMPANIST, - JOHN A. MCGILVREY.

MUSIC BY LAWRENCE HIGH SCHOOL GLEE CLUB.

MUSIC — "The New Hail Columbia," - - *Chadwick*

ESSAY — "A Plea for Mrs. Socrates,"

LAURA D. LORD.

DECLAMATION — "Patriotism,"

WALTER G. DIMAN.

MUSIC — "The Jolly Blacksmith's Lay," - - *Geibel*

ESSAY — "Oratory,"

MARY E. BRADY.

DECLAMATION — "The Cuban Struggle,"

WILLIAM L. BURKE.

MUSIC — "Soldiers' Chorus" (from Gounod's "Faust").

ESSAY — "What Women Have Done,"

RACHEL H. STANNARD.



DECLAMATION — "The National Influence of Massachusetts,"

H. CHRISTOPHER CHUBB.

MUSIC — "On the Move March," - - - - *Bailey*

ESSAY — "The Nobility of Labor,"

LYDIA H. MAHONEY.

DECLAMATION — "True American Courage,"

EDWARD F. CREGG.

MUSIC — "The Voyagers," - - - - *Facer*

ESSAY — "The Influence of Habit,"

GENEVIEVE A. M'CONNOR.

DECLAMATION — "Our Forefathers and What We  
Owe to Them,"

CHESTER H. WELLS.

## ORDER OF EXERCISES

For the Forty-Seventh Anniversary of the Lawrence  
High School,

TUESDAY, JUNE 28, 1898.

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PROGRAM:

ACCOMPANIST, - JOHN A. MCGILVREY.

1. ANTHEM — "Praise the Lord, O Jerusalem!" *Maunder*

2. ADDRESS OF WELCOME,

CHESTER H. WELLS.

3. PART SONG — "The Voyagers," - - - - *Facer*

HIGH SCHOOL GLEE CLUB.

4. CLASS CHRONICLES,

EMILY H. FULLER.

5. SPRING SONG, - - - - - *Lassen*

6. PARTING ADDRESS,

M. ALICE GREENWOOD.

7. CHORUS — "March of Our Nation," - - - *Gaibel*

8. ADDRESS,

PRESIDENT E. H. CAPEN.

9. AWARDING OF DIPLOMAS AND VALPEY AND HOOD  
PRIZES,

BY HON. JOHN BREEN, VICE-CHAIRMAN OF SCHOOL  
COMMITTEE.

10. PARTING HYMN,

WORDS BY GRACE E. MERRILL.

Swiftly have our school days fled ;  
Like a dream they've passed away.  
Sadly do we wake to find  
'Tis, alas! our parting day.

Dear old school, one last farewell ;  
We, thy children, bless thy name ;  
May the never ending years  
Add new lustre to thy fame.

May the lessons of these years  
Courage to our souls impart ;  
Give us strength through life to strive  
Manfully to bear our part.

May the mem'ry of this hour  
Rest within each heart, to tell  
Of the love that still will live  
Far beyond the word Farewell.

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CLASS OF '98.

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Elizabeth Mary Allen,  
Mary Elizabeth Brady,  
Jessie Rebecca Brown,  
William Leo Burke,  
Harry Christopher Chubb,  
Edith Weare Church,  
Mary Elizabeth Corkhill,  
Edward Francis Cregg,

Michael Francis Cronin,  
Seth Frank Dawson, Jr.,  
Walter George Diman,  
Mary Elizabeth Donovan,  
Ella Maebelle Eastman,  
Anna Elizabeth Field,  
Arianna Pearson Foster,  
Emily Helen Fuller,

Bessie Genevieve Gainey,	Mary Anna MacSweeney,
Francis Galaher,	Ellen Isabella McCartin,
Mary Alice Greenwood,	Genevieve Alice McDermott,
Mary Elizabeth Harrington,	Louise Agnes McGowan,
Mary Frances Hines,	Grace Evelyn Merrill,
Ellen Teresa Holland,	Violet Ellen Mowat,
Frederic Arbogast Holt,	Katherine Maude Poore,
Edith Gertrude Horne,	Mary Eleanor Powers,
Helena Frances Hughes,	Helen Beach Richardson,
Ellen Frances Hyland,	Bessie Dorrance Rideout,
Eliza Jackson,	Oscar Franklyn Libbey Sargent,
Caroline Emily Jewell,	Harriett Augusta Sleeper,
Mary Evelyn Josselyn,	Rachel Hall Stannard,
Marion Weymouth Junkins,	Mary Ella Steere,
Leona Florence Kennedy,	William Drew Stratton,
Edward Lewis Lanigan,	Grace Maud Thornton,
Ida Lee,	Oliver Clinton Trees,
Caroline Smith Lewis,	Isabel Gertrude Vanston,
Laura Densmore Lord,	Wilbur Lewis Vatter,
Alice Newman MacIntyre,	Etta Carter Wainwright,
Lydia Helena Mahoney,	Myra Hattie Warburton,
Genevieve Augusta McConnor,	Chester Harold Wells.

## GRADUATING EXERCISES

Of the Lawrence Grammar Schools, at City Hall,

THURSDAY, JUNE 30, 1898.

## PROGRAM.

Music by chorus of graduates, accompanied by an orchestra of pupils from the grammar schools.

1. MARCH—"Jolly Days," - - - - - *Clark*
2. HYMN—"Speed Our Republic," - - - - - *Keller*
3. ADDRESS TO GRADUATES,

SUBJECT: "The Heir of All the Ages,"

MARSHALL P. THOMPSON, ESQ.

4. CHORUS—"Away to the Fields," - - - - - *Wilson*
5. PRESENTATION OF DIPLOMAS.
6. SONG—"Old Glory Is Waving," - - - - - *Manney*

## NAMES OF GRADUATES.

## OLIVER SCHOOL.

Wendell P. Abbott,	Edith A. Binus,
Thomas E. Andrew,	Marie L. C. Blanchard,
Richard W. Barry,	James F. Blessington,
Christopher Barron,	Sarah A. Brown,
Grace E. Barton,	Gustave J. Bucklitsch,
Evangeline E. Bastian,	Annie M. Bird,

Walter L. Burnham,  
Carrie Butterworth,  
Katherine R. Cahill,  
Joseph M. Cashman,  
George J. Carney,  
Eliza Chambers,  
Ethel A. Churchill,  
Mary E. Clifford,  
John D. Conway,  
Maud E. Calnan,  
Lulu M. Corcoran,  
John F. Corr,  
Wilbur T. Cross,  
Esther F. Cullinane,  
John J. Daley,  
Nelson B. Dean,  
Edward A. Devine,  
Joseph Donovan,  
Mary S. Downey,  
Charles H. Downing,  
Wilbur E. Dane,  
Mary A. Douglass,  
Ethel M. Eastman,  
Mabel E. Fox,  
Elizabeth J. English,  
John P. Fitzsimmons,  
Charles E. Gamble,  
William A. Gatewood,  
Carrie A. Grimes,  
Helen A. Hale,  
Elizabeth J. M. Hartwig,  
Mary V. Halley,  
Oliver P. Hamilton,  
Ida Heath,

Arthur R. Henderson,  
Flora M. Henderson,  
George W. Hinchcliffe,  
John J. Holly,  
Jane E. Hool,  
Marion Hughes,  
Charles F. Igo,  
Catherine F. Justice,  
Josephine A. Kaessmann,  
Fannie E. Kaufman,  
Arthur C. Keilig,  
John V. Kelleher,  
Flora M. Keller,  
Chester A. Kershaw,  
Mina E. Kimball,  
Georgia L. King,  
Guy H. Kittredge,  
Alicia Lacaille,  
Perley R. Leck,  
Robert P. M. Lewis,  
Julia A. Lynch,  
Reta F. Mackey,  
Maurice J. Mahoney,  
Ethel H. Massey,  
Abbie D. Mann,  
John A. McCarthy,  
Charles A. McCarthy,  
Thomas H. McElroy,  
Clara J. McFarlane,  
Peter R. McGowan,  
Margaret M. McGregor,  
Helen M. S. McGregor,  
Peter L. McKallagat,  
Grace McNamee,



Katie McNamee,	Frank Sullivan,
Hannah A. Meister,	Grace E. Sampson,
Pearl E. Merrian,	Isabel I. Scott,
Bessie A. Monk,	Arthur E. Smith,
Joseph E. Monahan,	Richard H. Smith,
Nina F. Mooers,	Allyn C. Taylor,
Arthur E. Marier,	Gertrude C. Taylor,
Ellen F. McEneaney,	Clarence D. Townsend,
George A. Nesbitt,	Ruth E. Trees,
Rose M. Norris,	Howard E. Wakefield,
Maud E. O'Brien,	Clarabel Watson,
John F. O'Connell,	Mary E. Watts,
Robert Pallister,	Jessie E. Welch,
Nina G. Peasley,	Leon F. Wheeler,
Ellen T. Prince,	Elizabeth P. White,
Percy B. Rhodes,	George Wilkes,
Bertha A. Robertson,	John W. Williams,
Elizabeth Schneider,	Annie E. Wilson,
Zaccheus Sherman,	Sylvia M. Wilson,
Margaret E. Singleton,	Herbert J. Wood,
Mildred Stevens,	Margaret T. White,
Bridget C. Sullivan,	Eleanor E. Young,
	Frank J. Young.

## ESSEX SCHOOL.

Henry B. Arundale,	Walter J. Davie,
Grace E. Badger,	Bertha W. Derbyshire,
Harold E. Bevington,	Sadie Duggan,
Clarence E. Bradbury,	Eva M. Farquhar,
Franklin Butler, Jr.,	Laura M. Faucher,
Sadie B. Burnham,	Frederick E. Freeman,
Margaret F. L. Cassidy,	Stanwood E. Graves,
Harry Clark,	Ida O. J. Hagelstein,
Mary E. Cregg,	Ellen M. Hayes,

Ernest H. Helliwell,	Cora L. Patch,
Clara M. Hill,	Waldo E. Pedler,
Lillian Hinchcliffe,	Maud C. Ridings,
Bertha E. Holtham,	George L. Robertson,
Annie T. Hughes,	Harriet M. Sharrock,
Lillie M. Jackson,	Frederick R. Shiers,
Jennie M. Kerr,	Walter A. Sidley,
Walton M. Kimball,	Ernest B. Smith,
Ellen G. McCarthy,	Mina J. Smith,
Edmond C. McKenzie,	Clara L. Stafford,
Peter J. McKernon,	Charles W. Towne, Jr.,
William McNair,	Henry Walsh,
Josephine L. Mead,	Lillian M. Wainwright,
Elizabeth C. Miles,	Esther M. Warburton,
Charles A. Morgan,	James H. Wilkinson,
Elizabeth C. Paisley,	William Conlin.

## PACKARD SCHOOL.

Franklin P. Anderson,	George F. Hoar,
G. Kenneth Bancroft,	Francis X. Hogan,
Stuart E. Clee,	Maude E. Holden,
John H. Collins,	Arthur W. Jones,
Mary I. Cooney,	Mary S. Kearn,
Harry N. Copp,	James J. Keegan,
Elizabeth F. Donovan,	Joseph J. Maxwell,
Richard I. Finlay,	Everett P. Merrow,
Frederick F. Ford,	Catherine T. Morgan,
Arthur F. Gauthier,	Mabel E. Murray,
Inez W. Gile,	Carl H. Needham,
Edith L. Gordon,	Mary S. Nugent,
Fred B. Greenleaf,	Eva L. Paisley,
Edith B. Griffin,	Harry C. Plummer,
Odelia A. Haffner,	Homer B. Remick,
John F. Higgins,	George E. Richards,

Mabel B. Truell,	William F. Walker,
Iva M. Verrill,	Flora M. Walker,
Leon F. Varnam,	Rita M. Wheelock,
Alice L. Wiswell.	

## JOHN R. ROLLINS SCHOOL.

Emma Adams,	Ethel R. Hollings,
Grace F. Bradbury,	Carl E. Herzog,
Eva M. Beanland,	Ella M. Juenger,
Helen A. Bubinger,	Norman L. Kilcup,
Loretta M. Bryson,	Susan A. F. Loftus,
Elmer E. Brown,	Catherine Miller,
Frank B. Brainerd,	Hannah E. Molyneaux,
Helen Campbell,	John F. Newton,
James J. Crawford,	Katherine A. Regan,
Charles M. Crane,	Carrie L. Rutman,
Julia Donovan,	Frederick Ramsden,
Benjamin C. Dimlick,	John J. Regan,
Elsie Eastman,	Helen M. Stevens,
Benjamin F. Eastman,	Mabel S. Turner,
Alice M. Halcrow,	Benjamin F. Towey,
Blanche E. Hartley,	Percy E. Tillson,
Phineas B. Wuest.	

## JOHN K. TARBOX SCHOOL.

Jane A. Aspinall,	Margaret R. Mungall,
Helen A. Clough,	Agnes G. O'Neil,
May E. Davison,	Mabel A. Rand,
Elizabeth H. Doyle,	Eva M. Sykes,
Hattie G. Gurdy,	Grace H. Towle,
Minnie M. Harding,	Minnie L. Beck,
Lena H. Hauk,	James H. Busby,
Josephine E. Lawler,	Oscar Burkhardt,
Mabel M. Lord,	Edward S. Ellard,
Katherine A. McDonnell,	Dennis Fitzpatrick,

Walter J. Keating,	Daniel J. O'Brien,
Harold Knapton,	Herbert Reed,
William F. Lyons,	John J. Riley,
Charles R. Meckel,	Arthur Thurlow,
William Nitzschke,	John W. Stebbins,
James M. Watson.	

## EMILY G. WETHERBEE SCHOOL.

Bessie O. Allen,	George H. Herbst,
Gertrude E. Bateman,	Daniel A. Hickey,
Agnes V. Bateman,	James H. Hughes,
James J. Burke,	Elizabeth M. Hurley,
Joseph A. Burton,	Margaret G. Hurley,
William R. Carey,	Mary R. Hurley,
Bertha N. Cates,	Frank E. Johnson,
Elizabeth C. Crilley,	Elsie E. Kimball,
Frederick V. Collins,	Bertha J. Labelle,
Helen G. Collins,	William F. Lake,
William C. Collins,	Louisa A. Lange,
Nellie M. Crowley,	Alphonse G. Marquis,
Margaret Daly,	Timothy J. McCarthy,
Helena C. Doherty,	William S. McCormick,
Mary A. Dooling,	Cecelia L. McGovern,
Agnes T. Driscoll,	Ambrose L. McLoughlin,
William J. Driscoll,	Annie McMahon,
Eva M. Duchaine,	Florence Mitchell,
Charles H. Flathers,	Helen T. Murphy,
Frederick A. Graham,	Francis A. Powell,
Bessie Greenlaw,	Lottie Russell,
Eugene A. Hart,	Michael J. Shea,
Patrick F. Hart,	William A. Shea,
Lillian B. Haverty,	Sarah E. Speed,
Lester Hanscom,	Bertha P. Thomas,
Mary A. Hennessey,	Charles Todd.

Joseph R. Walsh.



## TEACHERS.

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IN SERVICE DECEMBER 31, 1898.

(*The numerical letters designate the year or grade.*)

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### HIGH SCHOOL.

Haverhill Street (opposite Lawrence Common).

James D. Horne, Master, 85 East Haverhill St.,	'94	\$2,500
<i>Natural Science, Civics.</i>		
Edward S. Riley, Sub-Master, 68 Saunders St.,	'92	1,500
<i>Advanced Mathematics, Physics, Chemistry.</i>		
Mary A. Newell, 49 Bradford St.,	'66	1,050
<i>Latin, Greek.</i>		
Ada Lear, 82 Bradford St.,	'73	1,000
<i>Latin, Greek.</i>		
Louise S. Halley, 60 Washington St.,	'74-'84	900
<i>Mathematics.</i>		
A. L. Fulkerson, 16 Thorndike St.,	'95	1,200
<i>Manual Training.</i>		
Elizabeth O'Leary, 119 Haverhill St.,	'96	1,000
<i>German.</i>		
Ella M. Robinson, 282 Methuen St.,	'96	800
<i>French.</i>		
Hector L. Belisle, 50 Bradford St.,	'96	1,000
<i>French, Elocution.</i>		
Sarah S. Bradley, 5 Custer St.,	'96	800
<i>Algebra, English History.</i>		
Alice B. Macdonald, 59 Milton St.,	'96	900
<i>English.</i>		

Maud H. Hodgdon, 21 East Haverhill St., <i>Latin.</i>	'96	\$800
Ernest C. Jewell, 294 Methuen St., <i>Algebra, Bookkeeping, Geometry, English.</i>	'97	800
S. Ella Penniman, 488 Broadway, <i>Greek, History, Latin.</i>	'97	700
Martha D. Tracy, 148 Oak St., <i>History, English.</i>	'97	800
Gertrude M. Hall, 59 Lowell St., <i>English.</i>	'97	700
Elizabeth G. McIntyre, 463 Lowell St., <i>Latin, English.</i>	'98	700
Alice O'Malley, 175 Haverhill St., <i>Algebra, English, English History.</i>	'98	700
Etta M. Hagar, 11 Tremont St., <i>Bookkeeping, Algebra.</i>	'98	700

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### OLIVER SCHOOL.

Haverhill Street (opposite Lawrence Common).

*Includes elementary grades above the fifth between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

Bernard M. Sheridan, Master, 171 East Haverhill St.,	'95	\$1,900
Emily J. Danforth, VIII, 30 Orchard St.,	'65	600
Harriet A. McKone, VIII, North Andover,	'87	600
Katherine M. Kenney, VIII, 101 Oak St.,	'81	550
Ella F. Arthur, VII, 30 Morton St.,	'98	400
Margaretta T. O'Sullivan, VII, 137 Lawrence St.,	'88	550
Flora I. Doble, VII, 43 Newbury St.,	'91	550
Agnes G. Golden, VII, Methuen,	'93	550



Ellen J. Sullivan, VII, 71 Cross St.,	'82	\$550
Mary A. O'Connor, VII, 190 West St.,	'95	500
Marie W. H. Collins, VI, 12 Valley St.,	'94	500
Kathryn A. Cadogan, VI, 83 Allston St.,	'96	450
Emily V. Brooks, VI, 335 Broadway,	'95	500
Mary G. Brogan, VI, 203 Oak St.,	'97	450
Elizabeth G. Barry, VI, 48 Trenton St.,	'96	450
Grace A. O'Connor, VI, 40 Fairmount St.,	'96	450

## ESSEX SCHOOL.

Head of Essex Street.

*Includes elementary grades above the sixth year, South of Manchester Street and West of M. & L. R. R., and fourth and fifth year grades south of Florence Place extended to Cemetery.*

Wendell P. Brown, Master, 20 Crescent St.,	'95	\$1,600
Sarah A. Barlow, VIII, 11 Forest St.,	'87	600
Camilla A. Howe, Methuen,	'96	600
Anna E. McIntire, VII, 20 Crescent St.,	'96	550
Mabel F. Noyes, VI, Methuen,	'90	550
Theresa W. Slattery, VI, 448 Lowell St.,	'91	550
Ida L. Freeman, V, 503 Haverhill St.,	'93	500
Minnie A. Brown, V, 130 Cross St.,	'95	500
Mary E. Foster, IV, 304 Lowell St.,	'94	500
Ellen C. Tobin, Assistant, 480 Haverhill St.,	'98	400

## ESSEX SCHOOL ANNEX.

Warren Street.

Emma Stewart, IV, 6 Warren St.,	'94	\$500
Manora A. Bradford, IV, 20 Concord St.,	'96	450
Edna A. Skinner, III, Methuen,	'97	450
Elizabeth Entwistle, III, Caulkin's Court,	'97	450

## PACKARD SCHOOL.

Parker Street (between Abbott and Bailey Streets).

*Includes all elementary grades above the second, east of B. & M.  
R. R. in South Lawrence.*

Charles M. Lamprey, Master, 119 Bailey St.,	'94	\$1,600
Margaret G. Scanlon, VIII, 245 Salem St.,	'84	600
Hannah E. Coughlan, VIII, 110 Bailey St.,	'98	550
Nellie S. Winchester, VII, 31 East Haverhill St.,	'95	550
Jennie A. McManus, VII, 291 South Broadway,	'94	550
Mary G. Toye, VI, 240 Andover St.,	'89	550
Ellen L. Toye, VI, 240 Andover St.,	'82	550
Jessie E. Simpson, VI, 124 Bailey St.,	'95	500
Catherine G. O'Leary, V, 208 Salem St.,	'95	500
Annie H. Desmond, V, 15 Springfield St.,	'94	500
Agnes C. Byrne, IV, 102 South Broadway,	'94	450

## PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street).

Laura A. Haigh, IV, 61 Abbott St.,	'96	\$450
Louise F. Wilkinson, III, 8 Garfield St.,	'98	400
Mary J. Shinnick, III, 43 Union St.,	'97	450
Ella F. Sawyer, II, 67 Abbott St.,	'97	450

## JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt).

*Includes all elementary grades above the third year, east of Spicket  
River and Bloody Brook.*

Adelbert H. Morrison, Master, 102 Haverhill St.,	'98	\$1,400
Anne Eastham, VIII, 33 Woodland St.,	'85	600
Maria Smith, VII, 119 Garden St.,	'91	550
Mary Eastham, VII, 35 Woodland St.,	'88	550

Mabel L. Cate, VI, 334 High St.,	'95	\$550
Mary A. Mahoney, VI, North Andover,	'93	550
M. Fanny Waters, V, 123 Newbury St.,	'93	550
Emma J. Baker, V, Methuen,	'89	500
Catherine L. Fitzpatrick, V, 283 High St.,	'94	500
Ellen C. Greene, IV, 5 Haverhill St.,	'95	500
Isabel F. Robbins, IV, 67 East Haverhill St.,	'96	450
Alice E. Gill, V and IV, 33 Jackson St.,	'97	400
Lena A. Nolan, Assistant, Andover,	'98	400

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### JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut).

*Includes all elementary grades above the third, west of Bruce Street,  
north of Spicket River.*

Michael T. O'Brien, Master, 47 Broadway,	'97	\$1,500
Helen Golden, VIII, 12 Valley St.,	'93	600
H. Frances McDonnell, VII, North Andover,	'96	550
Nora A. McNulty, VII, 58 Trenton St.,	'94	550
Matilda C. Lynch, VI, 85 Bradford St.,	'95	550
Hannah C. Garvey, V, 368 Hampshire St.,	'86	500
Katherine A. Hynes, VI, Methuen,	'97	450
Theresa A. Lane, V, 79 Bennington St.,	'93	500
Margaret M. O'Neil, V, 147 Franklin St.,	'95	500
Mary L. Cotter, V, 58 Exchange St.,	'97	450
Catherine F. Flanagan, IV, 358 Oak St.,	'98	400
Margaret A. Brouder, IV, 139 Arlington St.,	'98	400

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### EMILY G. WETHERBEE SCHOOL.

*Includes all elementary grades above the third year, west of B. &  
M. R. R., in South Lawrence.*

Frank V. Thompson, Master, 119 Bailey St.,	'97	\$1,400
Elizabeth A. Welsh, VIII, 35 Abbott St.,	'97	600

Mary F. Collins, VII, 55 South Broadway,	'93	\$550
Mary W. Munroe, VII, 35 Abbott St.,	'98	550
Harriet F. Dockrill, VI, 170 Salem St.,	'98	450
Nellie G. Hayden, VI, Methuen,	'97	450
Grace E. Eastman, IV, 44 Summer St.,	'98	400
Marrietta Shanahan, V, 32 Newton St.,	'88	500
Grace E. Mansise, V, Methuen,	'97	450
Grace M. Nesbitt, VI, 250 Jackson St.,	'98	400
Nora R. O'Neil, V, 102 Jackson St.,	'97	450

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### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street).

*Includes first three grades west of B. & M. R. R. in South Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Effie R. Pettigrew, IV, 18 State St.,	'88	500
Carrie J. Pingree, III, 259 Andover St.,	'81	500
Annie V. Healey, III, 342 South Broadway,	'91	500
Mary E. Dowd, III, 153 Salem St.,	'92	500
Mary H. Callahan, II, 69 Exeter St.,	'96	450
Sara A. White, II, 48 Holly St.,	'96	450
Margaret G. O'Brien, I, 69 Chestnut St.,	'98	400

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### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway).

Lillian M. Farnham, I, 110 Bailey St.,	'94	\$500
Josephine A. Kelley, I, 89 Newton St.,	'93	450
Nellie S. Stackpole, I, 66 Abbott St.,	'95	500
Carrie M. Hobbs, I, 78 Farnham St.,	'98	400

## UNION STREET SCHOOL.

Andover Street (corner of South Union Street).

*Includes first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	500
Maude Vatter, I, 22 Albion St.,	'91	500
Maude Brackett, I, 48 Abbott St.,	'92	500
Anna A. Toye, I, 240 Andover St.,	'93	500
Emma V. Hurst, I, 12 Valley St.,	'97	450

## ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of the Spicket River, between Broadway and Saratoga Street.*

Sara E. Holt, Principal, IV, 9 Valley St.,	'78	\$600
Bridget A. Halley, III, 351 Oak St.,	'86	500
Helen M. Bean, III, 54 Holly St.,	'62	500
Elizabeth F. Conway, II and III, 115 Park St.,	'88	500
Grace F. Conway, II, 1 Tremont St.,	'89	500
Mabel E. Hemenway, II, 7 Jackson Court,	'93	500
Letitia Wilcox, I, North Andover,	'96	500
Marie E. Sandiford, I, 64 Lawrence St.,	'97	450
Lola F. Clifford, Assistant, 115 Spruce St.,	'97	450
Katherine W. Murray, Assistant, 16 Highland St.,	'98	400

## PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets).

*Includes first three grades between Jackson and Bennington Streets, north of Spicket River.*

Georgia Patterson, Principal, III, 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, III and II, 117 Oak St.,	'83	500
Florence L. Abbott, II, 50 Thorndike St.,	'95	500
Helen S. Chubb, I, 109 Berkeley St.,	'91	500
Margaret G. Kennedy, I, 49 Willow St.,	'97	450
Agnes A. Ashe, I, Methuen,	'98	400

## PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street).

*Includes first three grades east of Jackson Street and North of Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill St.,	'74	\$550
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	500
Martha J. Sargent, I, 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, I, 118 East Haverhill St.,	'85	500
Ethel C. Ramsey, Assistant, 231 Bruce St.,	'98	400
Bertha M. C. Bruckmann, Assistant, 350 Prospect St.,	'98	400

## STORROW SCHOOL.

Storrow Street (near Storrow Park).

*Includes first three grades south of Platt Street and East of Spicket River.*

Hattie B. Collins, Principal, III, 110 East Haverhill St.,	'78	\$550
Alice Eastham, II, 33 Woodland St.,	'93	500



Alice L. Trott, II, 9 Howard St.,	'91	\$500
May B. Mowat, I, 57 High St.,	'95	500
Margaret W. Mowat, Assistant, 57 High St.,	'97	450

### WALTON SCHOOL.

Methuen Street (corner of Newbury Street).

*Includes first three grades between Spicket River and Jackson Street, south of Summer Street.*

Fannie S. Lee, Principal, I, 31 East Haverhill St.,	'59-'78	\$550
Elizabeth T. DeCourcy, III, 203 Haverhill St.,	'90	500
Nellie L. Stoddard, II, 86 Jackson St.,	'77	500
Katherine M. Nolan, I, Andover,	'98	400

### NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket River.*

Nellie E. Smart, V, Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 63 Newbury St.,	'83	500
Willa Cragin, IV, 159 High St.,	'96	450
E. Mabel Andrews, IV, 30 Summer St.,	'95	500

### HARRINGTON SCHOOL.

Newbury Street (corner Elm Street).

*Includes first three grades between Jackson Street and Spicket River, north of Summer Street.*

Susan C. Morrison, Principal, III, 3 Jackson Ct.,	'57	\$550
Leslie Dana, II, 7 East Haverhill St.,	'76	500
Florence D. Hall, I, 100 Saunders St.,	'84	500

Margaret E. Loftus, I, 153 Newbury St.,	'93	\$500
Kathleen C. Doheny, Assistant, 42 Bradford St.,	'98	400

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### AMESBURY STREET SCHOOL.

Amesbury Street (corner Lowell Street).

*Includes first three grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

Ellen M. Dooley, Principal, II, Methuen,	'91	\$550
Mary E. Leary, II, 55 Osgood St.,	'88	500
Genevieve M. Tierney, I, 55 Concord St.,	'95	500
Caroline A. Carpenter, I, 17 Rhine St.,	'96	450
Ellen G. Dunn, Assistant, 87 Cross St.,	'94	500

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### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.,	'81	\$600
Josephine L. Chase, V, 305 Lowell St.,	'82	500
Anna C. Lane, IV, 91 Bennington St.,	'95	500
Helen G. Kennedy, III, 74 Centre St.,	'96	500

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### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. Railroad, south of the Spicket River.*

Pamelia J. Ladd, Principal, V, 49 Bradford St.,	'67	\$600
Nellie A. Mahony, V, 65 Bradford St.,	'89	500
Mattie M. Hatch, IV, 27 Cross St.,	'92	500
Mary A. Mahony, III, 65 Bradford St.,	'96	450

## FRANKLIN SCHOOL.

Franklin Street (corner Lowell Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Cedar Street and Florence Place.*

Caroline G. Donovan, Principal, II, 56 Bradford St.,	'94	\$550
Edith M. Messer, II, 449 Broadway,	'87	500
Margaret L. Shanahan, I, 12 Valley St.,	'96	450
Mary A. V. Farley, I, 19 Bennington St.,	'96	450
Caroline S. Brady, Assistant, Methuen,	'98	400

## RIVERSIDE SCHOOL.

School Street (corner Doyle Street).

*Includes first three grades west of M. & L. R. R., and south of Essex Street.*

Annie F. McDermott, Principal, III, 460 Lowell St.,	'81	\$550
Florence Smith, II, 555 Haverhill St.,	'85	500
Grace E. Kingston, II, 58 Bellevue St.,	'94	500
Edna B. Russell, I, 335 Broadway,	'96	450
Mary T. Cassidy, Assistant, 600 Haverhill St.,	'98	400

## LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street).

*Includes first three grades west of M. & L. R. R., north of Essex Street, south of Haverhill Street and west of Forest Street.*

Mary A. Dame, Principal, III, 150 Broadway,	'73	\$550
Anna S. Lane, II, 79 Butler St.,	'80	500
Elizabeth Stafford, I, 78 Butler St.,	'96	450
Anna J. Murray, II, 36 Warren St.,	'95	500
Florence E. Griffin, III, 54 Hampshire St.,	'78	500

## WASHINGTON SCHOOL.

Manchester Street (corner Washington Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of the M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery.*

Katharine G. Flemming, Principal, III, 50 Bradford St.,	'82	\$600
Elizabeth E. Devlin, III, 15 Cross St.,	'86	500
Lizzie M. Crabtree, II, 475 Haverhill St.,	'92	500
Emma H. Kidd, II, 110 Cross St.,	'96	450
Ada L. Reardon, I, 41 Mechanic St.,	'96	450
Mabel J. Cheney, I, North Andover,	'94	500
Katherine W. Murray, Assistant, 16 Highland St.,	'98	400

## TRAINING SCHOOL.

Oak Street (rear Oliver School).

*Includes first five grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.*

Leila M. Lamprey, Principal, 277 Haverhill St.,	\$1,100
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## ASSISTANTS.

Ella F. Eastman, 44 Summer St.,	'80	750
Annie L. O'Connor, 55 Cross St.,	'93	700
Emma J. Greenwood, 4 Concord St.,	'96	600

## SUB-TEACHERS.

Room I.	{	Ida B. Hagar, V, 44 Summer St.
		Margaret S. Brown, 51 Milton St.
		Nellie M. Reardon, 44 Manchester St.
		Theresa M. Toomey, 180 Park St.
		Margaret A. Houston, 258 Broadway.

Room 2.	{	Helen F. Spring, IV, 332 Broadway.
		Ella M. Churchill, 11 Cedar St.
		Lauretta A. McCabe, 27 Margin St.
		Georgie M. Follansbee, 38 Cambridge St.
		Bertha C. Wilson, 203 Lowell St.
Room 3.	{	Jennie M. Quealey, III, 463 Canal St.
		Annie M. Kennedy, 40 Reservoir St.
		Helen F. Gainey, 1 Kingston St.
		Mary F. Deacy, 236 Lawrence St.
Room 4.	{	M. Eva Russell, II, 335 Broadway.
		Eleanor F. Sullivan, 106 Oak St.
		Zilpha A. McKenney, 160 Parker St.
		Mabel M. Mullen, 40 Canton St.
Room 5.	{	Mary A. Kennedy, 261 Oak St.
		Mary M. Butler, I, 11 Wells St.
Room 6.	{	Alice V. Fitzgerald, 22 South Broadway.
		Mary E. Sullivan, I, 145 Saratoga St.
		Maria T. Cogger.

## SUB-JUNIORS.

Ella M. Eastman, 316 Prospect St.  
 Elsie R. Houston, 216 Broadway.  
 Helena F. Hughes, 22 South Union St.  
 Louise A. McGowan, 14 Berkeley St.  
 Laura K. Prescott, 690 Haverhill St.  
 Rachel H. Stannard, 118 East Haverhill St.  
 May Stratton, 69 Garfield St.

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 DIRECTORS OF MUSIC.

High School and Grammar Schools.

William W. Keays, Melrose, Mass., '75 \$600

Middle and Primary Schools.

Lillian G. Cate, 334 High St., '97 600

## DIRECTORS OF DRAWING.

A. W. Scribner, 938 Essex St.,	'91 \$1,400
Eleanor I. Curtis, 10 Albion St.,	'96 800

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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86 \$500
Gertrude M. Joyce, 38 Willow St.,	'86 500

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## EVENING SCHOOL TEACHERS, 1897—1898.

## HIGH SCHOOL.

Frederic N. Chandler, Principal.

Francis McGowan,	Noelia Dubrule,
Hector L. Belisle,	John S. Lynch,
Edward S. Riley,	Perley D. Smith,
Walter O. Jewell,	Augustine N. Dooley.

*Drawing.*

A. W. Scribner,	James E. Allen,
	W. D. Rundlett.

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Wesley B. Lindner,	Sadie McKenna,
Z. A. Berthiaume,	Esther Lacallaide,
Edward P. Morton,	Mary Lacallaide,
Fred H. Matthes,	Josephine Porrier,
William Collins,	Nonie M. Ahern,
Geo. McLane,	Anna T. Desmond,

Thomas F. Delaney,	Mary A. Linehan,
Oscar F. Eichler,	John J. Mahoney,
Mary A. Keleher,	Lizzie Carroll,
Mary A. O'Brien,	Valeda E. Marier,
William J. Delaney,	Katie McKenna,
Harry R. Lawrence,	Eva Morache,
Matthew Cregg,	Ellen M. Quigley,
Frances O'Herlihy,	Margaret Brennan,
Julia M. Heffernan,	James J. Sullivan,
Nora T. Murphy,	Corinne Sirois.

## WARREN STREET SCHOOL.

Frederick C. Wainwright, Principal.

Frank O'Connor,	Mrs. M. Mercier,
Hormidas Girard,	Minnie Kingston,
	F. X. Belle Isle.

## PACKARD SCHOOL.

John F. O'Connell, Principal.

T. H. Vincent,	Annie T. O'Brien,
W. J. Graham,	Ellen G. Holland,
	James W. Sewell.

## TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street,

E. J. CATE, 142 Howard Street.

Office at High School Building. Hours: 7.45 to 8.30 A. M., and 11.15 A. M. to 12 M.; and 4 to 5 P. M. Visit out stations each day; John R. Rollins School for Prospect Hill schools; at Packard and Emily G. Wetherbee for south side schools; at Warren street for schools west of railroad; at Cross street for schools east of railroad and west of Amesbury and White streets. All other schools report at office.



## JANITORS.

Storrow school,	}	Patrick J. Moran, 117 Garden st.
Walton school,		
Newbury Street school,		
Prospect Street school,	}	John Dolan, 121 Elm st.
Harrington school,		
Oak Street school,		
Hampshire Street school,	}	Chas. Sharkey, 47 Chelmsford st.
Park Street school,		
Amesbury Street school,		
Essex school,	}	R. G. Newton, 9 Merrimack View
Lowell Street school,	}	William Butler, 32 Warren st.
Warren Street school,		
Riverside school,		
Packard school,	}	John Scannell, 7 Chester st.
Packard school annex,		
Union Street school,	}	T. J. McLaughlin, 234 Union st.
High school,	}	Andrew J. Dunn, 21 Buswell st.
Oliver school,		
Washington school,	}	James Sandiford, 48 Butler st.
Arlington school,		
John R. Rollins school,	}	Waldo H. Lesure, 5 Home st.
John K. Tarbox school,	}	John Haggerty, 33 Union st.
Manual Training school,	}	John Mahoney, 171 Oak st.
Emily G. Wetherbee school,	}	Daniel Donovan, 222 Salem st.
Daniel Saunders school,	}	M. F. Donovan, 446 Andover st.
Daniel Saunders school,		
Annex,		
Cross Street school,	}	R. W. Patterson, 59 Concord st.
Franklin school,		

## CALENDAR.

The school year consists of two terms of twenty-one (*twenty net*) weeks each. The first term begins on the first Monday in September and the second term on the first Monday in February.

## SCHOOL SESSIONS.

*High School*—Every week day except Saturday from 8.15 A. M. to 1 P. M.

*Common Schools*—8.30 to 11.15 A. M., and 1.45 to 3.45 P. M.

## HOLIDAYS.

Labor Day, Thanksgiving Day, and the remainder of the week; Washington's Birthday, Nineteenth of April, and Memorial Day.

## RECESSES.

The week inclusive of Christmas Day, and the week in which occurs May 1st.

## VACATIONS.

One week at the close of the first term, and from Saturday next preceding July 4th to the Saturday before the first Monday in September.

## NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M., or at 6.30 P. M., indicates that the sessions of the schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE

FOR 1899.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JAMES H. EATON, MAYOR	-	<i>Chairman ex-officio</i>
HON. JOHN BREEN	- - - -	<i>Vice-Chairman</i>
J. E. BURKE	- - - - -	<i>Secretary</i>

## MEMBERS.

		Term Exp.
<i>Ward 1.</i>	JAMES C. CROMBIE, 141 East Haverhill Street.	1899
	JOHN BARKER, 175 Prospect Street.	1899
<i>Ward 2.</i>	WILLIAM H. FENNELL, 102 Jackson Street.	1899
	JOHN P. KANE, 60 Lexington Street.	1899
<i>Ward 3.</i>	DANIEL F. MCCARTHY, 231 Oak Street.	1901
	JOHN BREEN, 369 Oak Street.	1901
<i>Ward 4.</i>	MAURICE J. MAHONEY, 182 Hampshire Street.	1901
	THOMAS TETREAU, M. D., 98 Concord Street.	1901
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1900
	WILLIAM HENDRY, 17 Essex Avenue.	1900
<i>Ward 6.</i>	ZACHARY T. MERRILL, 39 Abbott Street.	1900
	MICHAEL J. SULLIVAN, 59 Farnham Street.	1900

## *STANDING COMMITTEES.*

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ADVISORY AND AUDITING.—Messrs. Breen, Crombie and McCarthy.

MUSIC.—Messrs. Barker, Mahoney and Hendry.

TEXT BOOKS AND SUPPLIES.—Messrs. Hyde, Crombie, McCarthy, Mahoney, Kane and Merrill.

PRIVATE SCHOOLS.—Messrs. Hyde, Tetreau and Fennell.

EVENING SCHOOLS AND DRAWING.—Messrs. Barker, McCarthy, Fennell, Tetreau, Kane, Hendry and Sullivan.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL.—Messrs. Breen, Crombie, Hyde, Tetreau, Fennell and Sullivan.

GRAMMAR SCHOOLS.—Messrs. McCarthy, Mahoney, Barker, Kane, Merrill and Hendry.

RULES.—Messrs. Mahoney, Fennell and Hyde.

SCHOOL HOUSES AND SANITATION.—Messrs. Crombie, Merrill and Sullivan.

SALARIES.—Messrs. Fennell, Breen and Barker.

MANUAL TRAINING.—Messrs. Breen, Barker and Hyde.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools.—Messrs. Crombie and Barker.

Newbury Street, Harrington and Oak Street Training Schools.—Messrs. Fennell and Kane.

Park Street, Anesbury Street, Hampshire Street and John K. Tarbox Schools.—Messrs. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools.—Messrs. Mahoney and Tetreau.

Lowell Street, Essex and Riverside Schools.—Messrs. Hyde and Hendry.

Saunders. Packard, Union Street and Emily G. Wetherbee Schools.—Messrs. Merrill and Sullivan.

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## *SUPERINTENDENT OF SCHOOLS.*

J. E. BURKE.

Office at High School Building. Hours: School days, 7.45 to 8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P. M. Every Wednesday, 7 to 8 P. M.



FIFTY-THIRD  
ANNUAL REPORT  
OF THE  
**SCHOOL COMMITTEE**  
OF THE  
CITY OF LAWRENCE,  
MASSACHUSETTS.



1899.

LAWRENCE, MASS.:  
AMERICAN PUBLISHING CO.,  
1900.



# SCHOOL COMMITTEE

FOR 1899.

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Regular Meetings Last Thursday in Each Month.

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HON. JAMES H. EATON, Mayor,	Chairman ex-officio
HON. JOHN BREEN,	Vice Chairman
J. E. BURKE,	Secretary of the Board

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## MEMBERS.

	Term	Exp.
Ward 1. JAMES C. CROMBIE, 141 East Haverhill Street.		1899
JOHN BARKER, 175 Prospect Street.		1899
Ward 2. WILLIAM H. FENNELL, 102 Jackson Street.		1899
JOHN P. KANE, 60 Lexington Street.		1899
Ward 3. DANIEL F. McCARTHY, 231 Oak Street.		1901
JOHN BREEN, 369 Oak Street.		1901
Ward 4. MAURICE J. MAHONEY, 182 Hampshire Street.		1901
THOMAS TETREAU, M. D., 61 Franklin Street.		1901
Ward 5. GEORGE S. J. HYDE, 620 Haverhill Street.		1900
WILLIAM HENDRY, 17 Essex Avenue.		1900
Ward 6. ZACHARY T. MERRILL, 39 Abbott Street.		1900
MICHAEL J. SULLIVAN, 59 Farnham Street.		1900



## *STANDING COMMITTEES.*

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- Advisory and Auditing—Messrs. Breen, Crombie and McCarthy  
Music—Messrs. Barker, Mahoney and Hendry.  
Text Books and Supplies—Messrs. Hyde, Crombie, McCarthy,  
Mahoney, Kane and Merrill.  
Private Schools—Messrs. Hyde, Tetreau and Fennell.  
Evening Schools and Drawing—Messrs. Barker, McCarthy,  
Fennell, Tetreau, Kane, Hendry and Sullivan.  
High School and Normal Department of Training School—  
Messrs. Breen, Crombie, Hyde, Tetreau, Fennell and Sullivan.  
Grammar Schools—Messrs. McCarthy, Mahoney, Barker, Kane  
Merrill and Hendry.  
Rules—Messrs. Mahoney, Fennell and Hyde.  
School Houses and Sanitation—Messrs. Crombie, Merrill and  
Sullivan.  
Salaries—Messrs. Fennell, Breen and Barker.  
Manual Training—Messrs. Breen, Barker and Hyde.
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## *MIDDLE AND PRIMARY SCHOOLS.*

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- Prospect Street, John R. Rollins, Storrow and Walton Schools—  
Messrs. Crombie and Barker.  
Newbury Street, Harrington and Oak Street Training Schools—  
Messrs. Fennell and Kane.  
Park Street, Amesbury Street, Hampshire Street and John K.  
Tarbox Schools—Messrs. McCarthy and Breen.  
Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Tetreau.  
Lowell Street, Essex and Riverside Schools—Messrs. Hyde and  
Hendry.  
Saunders, Packard, Union Street and Emily G. Wetherbee  
Schools—Messrs. Merrill and Sullivan.
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## *SUPERINTENDENT OF SCHOOLS,*

J. E. BURKE.

Office at High School Building. Hours: School Days, 7.45 to  
8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P.  
M. Every Wednesday 7 to 8 P. M.

NOTE.—At the regular meeting of the School Committee held December 28, 1899, it was voted that the Report submitted by the Superintendent be adopted as the Report of the Committee, and that four thousand (4000) copies of the same be published for distribution.



# SUPERINTENDENT'S REPORT.

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Lawrence, Mass., December 28, 1899.

To the School Committee of the City of Lawrence:

Gentlemen:—I have the honor of submitting to you my sixth annual report of the public schools of Lawrence, which forms the fifty-third of the series of annual reports of this department.

## FINANCIAL STATEMENT.

During the year 1898 the school department expended \$167,148.30. The committee for 1899 estimated that the probable expenditure for this year would be about \$170,000 and made a request for that amount, which was generously granted by the city council. This appropriation, together with a small revenue from other sources made the total sum available for school purposes \$170,126.10. Our total expenditure during the year has been \$165,849.39. The expenditure for 1899, therefore, is \$1,298.91 less than it was in 1898, and we close our accounts with an unexpended balance of \$4,276.71. Never before in the history of Lawrence has the school department been credited with so large an unexpended balance, and rarely has the expenditure for a year been less than that of the preceding year.

The principal item of decrease is teachers' salaries. Last year there was expended for teachers salaries \$129,843.67; this year, \$127,998.25; a decrease of \$1,845.42.

This difference was occasioned by the resignation of several teachers who were receiving the maximum salary, and the failure to increase the salaries of teachers promoted to those vacant positions.

The following is the financial summary for the year ending December 31, 1899:

*Receipts.*

Appropriation by City Council.....	\$170,000 00
For tuition and sale of text books.....	121 00
Credit by overdraft.....	5 10
Total .....	\$170,126 10

*Expenditures.*

Salaries of teachers.....	\$127,998 25
Salaries of janitors.....	11,384 00
Salary of superintendent.....	3,000 00
Salaries of truant officers.....	2,030 00
Text books.....	6,753 37
Supplies and incidentals.....	5,974 49
Fuel .....	8,709 28
Balance unexpended.....	4,276 71
Total .....	\$170,126 10

SALARIES OF TEACHERS.

At the election of teachers in June, 1898, the school committee, impelled by a spirit of economy, refused to grant the accustomed increases in teachers' salaries. One year later an unsuccessful attempt was made to raise the salaries of all teachers who had not attained the maximum allowance. The positions assumed by the majority of the committee in the first instance, and by the minority in the second, were alike untenable. Ill doth it profit a

community to gain a financial moiety and suffer in consequence the loss of tried and valued servants. Retrenchment sometimes is uneconomical and extravagant—such it was in June, 1898.

The salaries of Lawrence teachers are comparatively small, much below those received in other cities of the Commonwealth. In fact, the salaries of the female teachers in the elementary grades of our city average considerably less today than they did a quarter of a century ago, while the period for preparation, the demand for qualification and all professional requirements have been continually increasing in the meantime. We have, moreover, a corps of teachers that will compare most favorably with that of other cities in respect of intelligence, faithfulness and high moral character. Many of them could demand elsewhere larger incomes than they now receive at home. In view of these considerations I believe the school committee should adopt, with reference to teachers salaries, a policy more just and generous than that inaugurated in June, 1898.

And yet, the school exists exclusively for the pupils and their welfare; in no degree for teachers, individually or collectively. For this reason I would discourage the indiscriminate and wholesale raising of salaries. Not length of service, but efficiency of service, should determine the salary of every teacher in our schools. Intelligent effort, industry, progressiveness and genuine ability should be rewarded to the fullest possible extent. To their possessors every avenue of promotion should be open. But wherever there is evidence of indifference, of self-complacency, of mere perfunctory performance of

duty, it would be the height of imprudence to bestow upon such incompetence any token of approval.

I make no reference to the absolutely inefficient or wilfully insubordinate teacher. I believe we have none such; I sincerely trust we never shall have.

Until recently we had in successful operation a schedule of salaries with fixed maximum and minimum limit for the elementary grade teachers. Young teachers, fresh from the Normal Training school, received during the first year four hundred dollars, the small minimum salary. After a year of faithful service, upon the mere indorsement of the superintendent, they were advanced to four hundred and fifty dollars. From that time onward recommendations for all increases in salaries were reported to the whole committee by the various sub-committees, who had made a careful investigation of each individual case. I believe it would be wise to restore this old-time custom in some degree. I would suggest that, upon the reorganization of the school committee in January next, a sub-committee on salaries be created, to be composed of one member from each ward, together with the chairmen of the High and Grammar school committees; and that it be the duty of this sub-committee to thoroughly consider all questions relating to changes in salaries, and report the results of their deliberations to the school committee at the annual election of teachers in June.

#### THE WILLARD B. PERKINS PRIZES.

By the will of the late Willard B. Perkins, of Colorado Springs, Colorado, a bequest of two thousand dol-



lars was made to the city of Lawrence, "the income thereof to be annually expended for prizes to be awarded to members of the High school, as determined by the superintendent of schools."

This bequest has been formally accepted by the city council, and the sum of money has been invested by the city treasurer under the direction of the committee on finance. A vote of acceptance has likewise been passed by the school committee.

It has seemed advisable to carry out the intent of the donor in the following manner: The income from the fund shall be divided into eight equal parts and awarded to eight members of the high school, under the name of the "Willard B. Perkins Prizes for the Encouragement of English Composition." Two prizes—one for the girls, another for the boys—shall be awarded to each of the four classes of the school. Four weeks prior to the closing of the school in June, on a day and hour appointed by the principal, all pupils in regular standing, who may so desire, shall be afforded an opportunity to compete for the prizes. The principal of the school, together with the teachers of English, shall prepare for the respective classes lists of subjects embraced in the regular English work of the year. From these lists of subjects, heretofore unknown to them, the individual pupils shall make a selection, and then and there write original extemporaneous compositions. The time allotted for the writing of the compositions shall be two hours. The papers, after being written, shall be most carefully examined under the direction of the superintendent of schools and the principal of the school, and the award of excellence shall



be announced publicly at the graduating exercises. Each successful competitor, moreover, shall be presented with a suitable certificate as a memorial, the same to be signed by the chairman of the High school committee, the superintendent of schools and the principal of the school.

#### VERTICAL PENMANSHIP.

In 1896 vertical penmanship was introduced into the first five grades of the elementary schools. The system has been gradually extended until it now embraces all grades below the High school. It would seem that so simple a change as transition from slant to vertical writing might be effected easily and readily. Indeed the majority of teachers were able to accommodate themselves to the new conditions and under their direction a marked improvement became noticeable in the work of their pupils. Other teachers, however, were less fortunate. They were confronted continually with obstacles and perplexities. They were unable to secure the handsome results we had anticipated. Possibly there were serious fundamental defects in the methods employed by these teachers, which would defeat the best intentioned efforts, no matter what the system of penmanship might be.

The school committee took the subject under consideration, and after mature deliberation decided to elect a supervisor of penmanship for the instruction of both teachers and pupils. Mr. Daniel W. Hoff, who recently occupied a similar place in the Providence schools, was recommended for the new position, and elected.

Mr. Hoff has entered upon his labors with an intelligent determination that augurs success. Already we begin to realize the influence of his expert supervision.

I quote the following from the report of Mr. Hoff:

"Upon assuming charge of the penmanship department of the schools of Lawrence, last September, my first duty was to place the department upon a systematic working basis. To this end the material conditions under which pupils labored were improved. Each pupil above grade two was supplied with a copy book. Uniform practice paper was also supplied in each case of the grades. Next a series of grade meetings was called at which specific directions were given to teachers as to the manner of conducting the work of each grade. Following these, a series of building meetings was arranged, the purpose of which was to give the teachers a more intimate acquaintance with the new system, and for the discussion of better methods of presenting the subject. For the convenience of teachers these meetings were held in the respective grammar school buildings, each group of teachers meeting me once in two weeks. The following are among the topics discussed:

"'What Constitutes Useful Penmanship,' 'Prerequisites of Good Penmanship,' 'Qualities of Useful Salable Penmanship,' 'Mental Copy Getting,' 'The Relation of Thought to Motion; of Motion to Form,' 'Offices of the Various Sets of Muscles,' 'Mental Impediments; How to Remove,' 'What Facilitates and What Impedes Execution,' 'Office of the Will,' 'Cause and Effect,' 'Malpositions; Their Causes; Remedies,' 'Prevalent Errors; Remedies,' etc.

"The uniformly earnest interest and good spirit manifested by the teachers, both in these discussions and in the work of their respective schools cannot be too highly commended.

"The junior class at the Training school also met with me on Thursday afternoon of each week for the study of 'Methods of Teaching Penmanship,' also for instruction

in the use of both pen and crayon, in form study, position study and movement culture as applied to penmanship.

"My visiting program enables me to reach each school once in four weeks. At each visit I conduct a model lesson, inspect the work of the past month, the condition of the pens, etc. I also suggest readjustments of 'movable seats,' when necessary, and leave such directions as are needed as to the work of the coming month. The general plan of the model lesson is to take up some prevalent error in form, position or movement, giving the particular drill or device best calculated to correct the fault. Recognizing the fact that a hygienic posture of the body, and correct habits of pen holding are prerequisite to the establishment of useful habits of practice, the importance of these points have been strongly and persistently emphasized in the minds of pupils. This, however, has not been done to the neglect of that equally important phase of the subject, form study.

"During the early part of the year the pupils of grades above the second wrote exercises from dictation. These are on file, in the various buildings for use as a basis for comparison to show improvement in form."

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## THE NEW HIGH SCHOOL.

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The most significant municipal event of the year 1899 was the laying of the corner stone of the new High school building, which is now being erected upon an attractive site at the junction of Haverhill and Lawrence streets. The seventeenth of June—a day freighted with the tenderest memories of the Revolution—was appropriately selected for the interesting ceremonies. The formalities attending the laying of the foundation stone were becomingly performed by his honor, Mayor James H. Eaton, in the presence of a large concourse of citizens. On the common opposite the site of the new building, dedicatory exercises were held in which the following gentlemen participated: Rev. Mr. Wolcott, Mayor Eaton, Superintendent Burke, Principal Horne, Ex-Mayor Tewksbury and Reverend Fr. O'Reilly.

Believing that what was said upon that occasion may be of interest to the future as well as to the present, I quote in their entirety the words of the various speakers.

### PRAYER

By REV. WILLIAM E. WOLCOTT.

Lord, our God, from whom cometh every good and perfect gift, enlighten our minds by the teaching of Thy truth and sanctify our hearts by the power of Thy grace. May all our works be begun, continued and ended in Thee. As thou hast made our schools to be a blessing to our land, to our commonwealth and to our community, do Thou continue by means of them to promote intelligence and righteousness among us. Give Thy guidance to those who direct them and to all who teach in them. Bless especially the school for whose accommodation this build-

ing is being erected. May its principal and teachers have enlightenment from above. May the young men and women who enjoy its privileges be trained for lives of usefulness and honor, and those who supervise the building of this house keep the workmen engaged on it from all accidents to life and limb. As its walls arise may they look down upon a community devoted to the highest ends. May the building long stand among us in beauty and may ever increasing benefits flow forth from it. Through the influence of this and other schools, through our churches and our homes, through our business and industries and all our civil life may knowledge and morality more and more prevail among us and may Thy name be glorified. For Our Redeemer's sake, Amen.

### OPENING ADDRESS

By HON. JAMES H. EATON.

It is eminently fitting to lay the corner stone of this temple of learning on the anniversary of that day in which our fathers realized and the nations of the earth began to learn something of the power and endurance that existed among three millions of intelligent and patriotic people. Just 124 years ago this very hour the warships of England in Boston harbor, the batteries on Copp's hill in Boston, and three thousand British regulars were united to carry the redoubt on Breed's hill, defended by less than fifteen hundred untrained Yankees. Although our forces were obliged to retreat from Charlestown and fortify on Spring hill, they comprehended the great fact that American soldiers poorly armed and equipped, and suffering from toil and hunger, could meet and successfully contend with the finest troops on earth. Our fathers believed in general education. It was their intelligence that enabled them to reserve their fire until the white of the enemy's eye was plainly discernible, and to retain their courage though temporarily driven from the field of conflict.

Next to righteousness, education exalteth a nation. One may travel long and far to find a city as cheerfully willing to do all that can be done for the improvement of its children as Lawrence. Of the \$529,000 raised this year for current expenses \$170,000 were appropriated for the support of our public schools.



Our people believe that funds thus expended constitute the best possible investment.

School life in Massachusetts averages seven years, while for the whole country the average is but 4.3 years, a ratio of 70 to 43. The average wealth producing power of each individual in this state is 70 cents per day, while throughout the country it is 37 cents per day, a difference of 33 cents; or \$100 per year, or \$7,000,000,000 for the 70,000,000 of people per annum. We do not claim that all this immense difference arises from our additional 2.7 years of school life but there can be no doubt but that the additional school period does greatly increase the earning capacity of the people and adds immeasurably to their mental and moral worth.

Five years ago the school committee requested larger high school accommodations. But little was done until the early part of 1898. The city council, the school committee and the citizens at large assembled in the city hall and decided upon this lot as the proper site upon which to erect a new high school building. A loan of \$200,000 was obtained, to which the city council added \$50,000, and appointed a commission to carry out their wishes. The plans are perfected, the contracts made, and the work is progressing rapidly. May the influence of this building through coming years be as diversified and far-reaching as the materials of which it is composed. The foundation stones are from Lawrence, the granite underpinning from the hills of New Hampshire, the iron from Pennsylvania, the mottled brick from New Jersey, the freestone trimmings from Ohio, the copper from the lake regions, the frame and slate from Maine, and the finishing lumber from the south and west; all of which when skillfully joined and properly placed will constitute a beautiful and imposing building, in which it is hoped that the youth of this city and those who may come to us from our own and other countries may be moulded and polished so that each may become a perfect component part of our great American citizenship, upon which the progress, prosperity and perpetuity of the nation depends.

Let this building go on to completion; let it stand as an index of our appreciation of high school education at the close

of the nineteenth century. As the mighty Amazon, augmented by a thousand tributaries, rolls steadily on, growing broader, deeper and more irresistible till lost to view in its ocean home, so let our love for and our devotion to the public schools of our land roll steadily on, growing deeper, broader and more irresistible till forever absorbed in the fruitions of eternity.

### ADDRESS

By J. E. BURKE, SUPERINTENDENT OF LAWRENCE SCHOOLS.

Popular education subserves a two-fold purpose. It enables every child, no matter who he may be, to rise to the height of his possibilities and become a citizen of intelligence and power in the service of the state.

On the one hand we educate the child for his own individual self. By years of physical, intellectual and spiritual training his selfhood and individuality are developed. He becomes self-poised and self-mastered. He thinks and acts independently. He has the seed of future growth. His ambitions are aroused and chastened; he can make more of himself in life; he can realize his opportunities and attain his possibilities. He is possessed of loftier ideals; he can derive a purer and more genuine enjoyment from living.

But "know thyself" is insufficient. "Love thy neighbor" is a necessary correlative. Man is a unit of the social fabric. He and his fellows have reciprocal duties. He has obligations to the state. Hence in the schoolroom, that model democracy, the community spirit pervades and altruistic sentiments predominate. The doors of the school open not to exclusiveness; children of rich and poor alike are welcomed, and justly and impartially are they treated. Amid such surroundings the richest culture of patriotism thrives, the love of a common country is intensified and the principles of our free institutions rendered inviolate.

No one can measure the influence of the modest ceremonies of this hour; it is beyond the range of human ken. We are laying the corner stone of a temple of learning; we are extending the domain of secondary instruction; we are increasing many fold the possibilities and opportunities of our children.



This temple will be dedicated to justice, to truth, to righteousness, to the upbuilding of character. From it as from a nursery of culture will go forth in the years to come young men and women equipped for leadership in thought and action in our municipal life. Our citizens therefore have a profound interest in this new educational edifice. May their future guardianship be as vigilant as their present disposition is generous. When I contemplate all that has been done, and all that remains to be done in behalf of popular education, I am thankful for the past, I congratulate the present, I bow to the brilliant prophecy of the future.

### ADDRESS

By JAMES D. HORNE, Principal Lawrence High School.

This hour is full of joy to many. It holds the promise of happy realization of much earnest and patient hope. Indeed does hope deferred make the heart sick; and how weary has been the waiting, many of these young people round about us here could tell better than I. But now all is changed. Disappointment gives way to smiles, despair to joyful anticipation.

We cannot and we would not repress these emotions of happiness and pleasure; yet, we do not lose sight of the special significance of this occasion. While our hearts are throbbing with joy, we are trying to realize what this hour and its formalities mean to us and to this community.

My mind turns back to that day more than half a century ago, when fell upon the ears of those there assembled the first stroke of the mattock preparing the foundations of that magnificent buttress of earth and stone that was to stretch its length across the current of our noble river and hold back with its giant strength that wealth of water which insures the industrial existence of our fair city. Then was born the material prosperity of Lawrence, of which the magnificent structure whose corner stone was laid this afternoon is an appropriate and beneficent fruitage.

To what grander, what nobler purpose could the product of the industrial success of this city be devoted than to the rearing of a structure which shall assure to our children and our chil-

dren's children that characteristic and best element of America's civilization—an education high enough and broad enough to enable the sons and daughters of even the poorest citizen among us to secure for themselves their fair share of the good things of this life.

And how appropriate the day on which we perform this ceremony. On this same day, a century and a quarter ago, but a score of miles from where we now stand, our forefathers laid and cemeted with their life blood the corner stone of this great nation. Then and there they dedicated themselves to those eternal principles of liberty and equal privileges for all mankind.

It is especially appropriate that on this historic day, we, the descendants and beneficiaries of those generous patriots, should lay the corner stone of an edifice which, please God, shall foster and disseminate among generations yet unborn, those same principles of freedom and equality.

The debt we owe to the past we can pay only to the present and the future. Freely we have received, freely do we give, for the Lord loveth a cheerful giver.

## HISTORICAL SKETCH

Of Lawrence High School

By HON. ROBERT H. TEWKSBURY.

There is one spot where the richest and the poorest have equal right. By the foresight of the fathers it is forever secure from diversion or invasion. That spot is Lawrence Common.

There is a flag that is the emblem of liberty and the guaranty of protection wherever on the broad earth it may wave; it is the star-spangled banner we love.

There is a city founded upon the adamantine rock that underlies the Merrimack valley, watered by a river born in the everlasting hills. It is known as "a city of labor" throughout the world. That city is our home—the city of Lawrence.

It is no ordinary event that brings men, women and children together upon the people's acres, in that city, under the star-gemmed flag, under the open heavens, under the people's elms, to lay the corner stone of a structure built for the people, a building in which the stored wisdom of centuries shall be

taught; where the enduring power of truth, loyalty and liberty will be illustrated and preserved.

But my only assigned task is to recite a simple, true story of school life in Lawrence during half a century. I deem it no small honor that you have chosen for this duty one whose only graduation was from an unpainted district school house among the New Hampshire hills.

Among the new born needs of this chaotic community fifty years ago, the importunate demand of a band of strangers for instruction and leadership in schools tested the ability of pioneer officials and the slender means of settlers in the new life that was an aggregation of wants.

The first school committee directed their efforts mainly to the housing and teaching of pupils in what they termed primary, middle, mixed and grammar schools.

In the temporary buildings, bare of ornament and convenience, teachers combined the duties of janitor and instructor. The ventilation was natural; the pupils passed through all the climatic changes that characterize the torrid, the temperate and the frigid zones. It was a day of small things, but wise foresight, unflinching enthusiasm and persistent hard work brought order out of confusion and won a victory over disadvantages that were appalling.

Educated and public spirited leaders comprehended the importance of their mission; they labored while they prayed, and paid as they labored, establishing here a school system that has proved judicious, progressive and enduring.

The cosmopolitan gathering of strangers that met in the unorganized community that first settled upon this plain knew that only in public schools, wisely established and conducted, could the gathering hundreds be molded into one loyal and enduring body politic.

The first school committee in the town—James D. Herrick, Dan Weed and Dr. William D. Lamb—during that trying year (1847) were in consultation with Horace Mann, the eminent educator, and Hon. Charles S. Storrow, who was at that time a progressive and inspiring leader, and they, collectively, established the plan and government of Lawrence schools.

Their work was admirably continued and enlarged by committees succeeding them. In later years, with larger means and numbers and longer experience, come larger, possibly better, results.

Lawrence was among the first, probably the first, in the commonwealth to introduce a system of grading schools at the very beginning of municipal life. Consequently there were no antiquated methods or customs to uproot.

The highest among our local schools, the Lawrence High school, was founded by the effort of an intelligent, far-seeing band of pioneer citizens and has been conducted by teachers thoroughly equipped for exceptional service under wise and progressive superintendence. From it hundreds of trained pupils, each a living, guiding force, have gone out into the activities of this city and of the world.

The history of such an established school, requiring in its management superior intelligence and thorough equipment, in its pupils unremitting industry and devotion, is invested with a dignity and importance far above the commonplace.

On the 31st of January, 1849, fifty years ago, this high school was organized and the first class of seventeen pupils located in the lower front room of the Oliver school building, dedicated on the previous day. The building, then much smaller than now, was an imposing landmark as it stood in lone-some prominence in the open field, with the stately City hall, as solitary, lonely and bare upon the other side of the unshaded common, upon which there was not, at that time, a single one of the elms and maples that now stand mute and magnificent witnesses of the bounty of nature operating through half a century.

That first high school class, though small in numbers, was large in many ways. Several of the young men had nearly reached their majority, were six feet in height and large in proportion. Several of the young ladies were physically well developed and reticent as to their respective ages. The movements and gambols of these "literary elephants," as the smaller and younger grammar school pupils termed them, upon the unshaded and unfenced common playground, were the delight of

observers, young and old. Many of the first class graduated with unusual honor and took prominent places in business and social life.

The standard of admission was high, the examinations severe. At the second term not a single applicant passed the examination. At the third trial twenty-two were admitted, but the wise committee wept over the examination papers until their falling tears blotted out the literary transgressions of seven of the number and they passed within the gates.

Eighteen principals have had either permanent or temporary charge of this school, and have served in the following order; Thomas W. T. Curtis,  $2\frac{1}{2}$  years; the Rev. Henry F. Harrington, 4 months; Charles S. Pennell, 2 years; Samuel John Pike, 3 years; Gen. Henry K. Oliver, short service at sundry times; William H. Farrar, 6 months; William J. Rolfe,  $4\frac{1}{2}$  years; Thomas G. Valpey, temporary supply; Henry L. Boltwood,  $1\frac{1}{2}$  years; I. H. Ward, temporary supply; Albert C. Perkins, 10 years; Charles T. Lazelle, 2 years; Horace E. Bartlett, 4 years; Edward H. Rice, 1 year; Edwin H. Lord, 4 years; Frank P. McGregor, 5 years; Edward R. Goodwin, 5 years; and James D. Horne, in charge since 1894, would seem by his success to deserve a life tenure.

The personnel of principals and assistants has been altogether remarkable. A volume would be needed to pay proper tribute to their rare endowments and their notable service and to follow hundreds of graduates into their larger life.

In January, 1868, the then new high school house, that we now call the old, was finished. It was dedicated by appropriate services on February 5th, of the same year. Hon. Milton Bonney, when mayor, secured at his own personal motion and risk, the land for a site, foreseeing the need. The general public deemed the structure an extravagance, fifty years ahead of prospective demands. Within ten years it was inadequate and during the last twenty years it has been extended, changed and crowded, to admit of use. For a decade neither teachers nor pupils have loved or respected the structure, though all have admitted that it looks remarkably well for its age to an outside observer. When this building was occupied the school took its



name—The Lawrence High School—and the name "Oliver," previously borne by both, was retained by the grammar school.

There is a roll of honored names of those who have passed out of the labors of this school to a house above and beyond the realm of ignorance and error, into the school that is eternally progressive, there to forever enjoy the teaching that is infallible. Pike, Oliver, Valpey, Perkins, Lazelle are beyond the frost and the fever, and who among us has not laid the tribute of a flower and a tear upon the grave of Emily Greene Wetherbee, rarely endowed by nature with peculiar gifts, her life an inspiration, her memory a sacred treasure.

We do not forget the living teachers. The long service of Mary A. Newell, Jane S. Gerrish, Marcia Packard, Katherine A. O'Keefe, Ada Lear, Louise S. Halley, Edward S. Riley and a score of others, of shorter service or later coming, demands and receives recognition and honor.

Three citizens notable in their time, rare characters all of them, deserve the credit of founding the Lawrence high school. They were the Rev. Henry F. Harrington, Gen. Henry K. Oliver and the Rev. Dr. George Packard. Each one, highly educated and rarely gifted, knew the value and the cost of a liberal education. Harrington was active, judicious, courageous and practical; a leader in all good works and intensely loyal to the community where he cast his lot. He was the first to suggest the establishment of evening schools and organized charities in the town. Oliver was versatile, original, generous and fertile in resources; he gave the scientific apparatus, appliances and school room ornaments that enabled the new school to creditably commence its work and was always ready to act as a supply teacher in music, in the higher mathematics, in classical and literary or ordinary exercises, however exacting the labor. He was always the friend of the average, slow and plodding scholar. In his report, when superintendent, he says that every boy leaving the schools should graduate as a gentleman and every girl a lady; that there was something lacking in the instruction that did not accomplish that.

In his report as superintendent in 1858 he wrote, "Beware, ye teachers, lest dazzled by the success of strong and bright in-

telleets, those who need and ought to receive most at your hand go away empty and disheartened. Christ carried the lambs in his bosom, the strong ones of the flock needed not aid. Strengthen ye the weak hands and confirm the feeble knees." "The prodigies," said he, "are the bounding kangaroos of the schools, attaining the goal by one clean and clear leap. Yet beware, ye fast ones! The plodding turtle once outstripped the nimble-footed hare and bore off all the honors of the race."

The Rev. George Packard, dean of the educational corps, was unremitting in his service during four decades, ever loyal and progressive, but always moving in safe and judicious ways. He was a wise, radical and a judicious conservative.

Pupils in this school have experienced startling changes, none more abrupt than when the slight, poetical, versatile and nimble Samuel John Pike departed to a larger charge, and William H. Farrar, weighing well nigh three hundred pounds, and slow and ponderous of movement, walked in as his successor. A change as abrupt and surprising came a few months later when the clean-cut, critical, elegant William J. Rolfe, keen as a Damascus blade, came and took charge until a larger and richer public called him to a wider field. No two men could be more unlike in temperament or personality, or more genuine and faithful principals than were William J. Rolfe and Albert C. Perkins.

Since 1853 this and other schools have been under the care of a superintendent. John A. Goodwin, the Rev. Henry F. Harrington, the Rev. George Packard, the Rev. Alvin D. Williams, each had one year's service in turn. Gen. H. K. Oliver served two years, 1857-58; Dr. George Packard returned for two years, 1859-60; Joseph L. Partridge for three years, 1861-64; Hon. John R. Rollins for six months; Gilbert E. Hood served for twelve and one-half years, 1864-77; Harrison Hume for two years, 1878-79; George A. Littlefield, one year, 1880; John L. Brewster faithfully superintended for seven years, giving place in 1887 to George E. Chickering, who remained four years, until 1891. William C. Bates continued his efficient and sunny administration for three years, or until succeeded in 1894 by Jeremiah E. Burke, who seems to have mastered the art of caring for interests, important and complex with a dignity and



grace that disarms criticisms and wins approval.

In 1898 the city government selected and secured the site where we now stand for a new building. In the same year the city council decided upon plans and made appropriations for this contemplated structure. The same city council, by ordinance, established a commission of five citizens authorized to construct, erect and complete the building.

The city council of 1899 generously and promptly increased the appropriations, and, on the third of March, the main contracts were awarded. On the eighteenth of April work was begun upon this site. Here and now, on the 17th of June, 1899, a day hallowed in American history, we lay upon these completed foundations this corner stone and seal for a hundred years the records therein enclosed.

If, in the closing months of this century, this historic school moves out of the old house into the new, teachers and pupils will take possession of a building reared for no one nationality or race, but for all who live in loyal allegiance to the government and the institutions of which the star-gemmed banner is the fitting emblem. From wherever, within or without, this expanded, enlarged, imperial republic, pupils may come "to enjoy the blessings of liberty that is not license" the doors of this structure will be open for their reception.

The site is historic and peculiar. Before it will lie the acres of the people, forever secured against diversion or invasion; around it will be clustered the homes, the industries and the sanctuaries of a community of workers; under it lie the strata of bluestone formed in the pre-historic ages, when internal fires, vast moving ice fields and resistless floods worked in succession and in unison to prepare this valley for coming men; and give to this city a foundation firm as the everlasting hills. From its classes, formed within the building, will go forth hundreds, perhaps thousands, of graduates well equipped for the duties of life, with store of technical and practical knowledge. We hope and pray that they go well instructed, also, in a morality that is the outcome of revelation, the essence of law, the ally of religion, above the carpings of sectarians and partisans; that they go forth inspired with a loyalty to country and home that will

be proof against the persuasive deceit of demagogues or the threats of tyrants.

This story of local life and labor during half a century is a simple one. It is a story of sacrifice, of the wise foresight of a few, of hard work by many. The beginning was small, the results are large.

The teachers and students that have gone forth from this school into the world's activities have proved the truth of a saying that "a school is known by its graduates."

William J. Rolfe, the accomplished and critical teacher, went to the charge of high schools in Salem and Cambridge and has become widely known through his writing as an authority in the interpretation of classical and Shakesperian literature.

The memory of the late Albert C. Perkins will long be cherished for his ten years' service as principal, especially by those who needed the help of a strong, guiding intellect, the sympathy of a kindly heart and the leading of a rugged and honest elder brother. His long service elsewhere, as principal of the Phillips-Exeter and the Brooklyn Adelpic Academies is proof of his thorough equipment and his faithfulness.

Samuel John Pike's clustering curls, bubbling laughter, versatility of mind and poetic impulses made him a favorite with students and the public. He left sunbeams in his wake when he departed. Sarah B. Hooker left teaching to carry the good news of salvation and the arts of civilization into distant lands.

Thomas G. Valpey, faithful as a temporary supply teacher here, had long service with the St. Paul's school at Concord, N. H., as a tutor, and at his death proved his attachment to his native city and this school by leaving a fund to be distributed in prizes for superior declamations and essays.

Anson S. Richardson and Alice E. Birtwell gave their lives to service in this school and have passed into the presence of the infallible teacher.

Among students, who laid the foundations in their intellectual equipment in this school, the late James J. Storrow became an advocate in the highest courts and before the highest tribunals and was entrusted with important and delicate diplomatic missions. Hon. William S. Knox has ably served his consti-

uents and honored the local school by service in the house of representatives in congress during successive terms. The late Hon. John K. Tarbox, who likewise served in congress, when mayor was active in support of schools and an established and popular school bears his name. Thomas F. Barr has been prominent as a guiding intellect in the war department under many succeeding administrations. Col. John P. Sweeney, (postmaster during four years); Charles A. DeCourcy, formerly assistant district attorney, and now in extensive law practice; Samuel J. Elder, a leading member of the Suffolk bar; Doctor Frederick I. Robinson, professor in Harvard college; Lewis J. Bridgman, the artist, educates the public by his charming pictures of child life; George W. Chadwick, now known as an eminent composer and as the director of the Boston Conservatory of Music, who had his first experience as director of the amateur orchestra of the Lawrence High school; John R. Freeman, the recognized expert in hydraulic engineering and factory insurance; Dr. Owen Copp, executive officer of the State Board of Insanity—all have had training in this school.

William C. Richardson and Willard B. Perkins, architects; Edward C. Briggs, of the Harvard Dental school; Dr. John C. Bowker, skilled as an oculist and widely known for his extensive travel in all countries and as a charming lecturer before refined audiences; Frederick E. Clarke, president of the Boston & Lowell railroad, and also of the Lawrence Savings bank and of the Park Commission and Board of Trade, who also had long experience as a manufacturer—was one of the early graduates of this school, and president of its Alumni association and chairman of the school committee; Marshal P. Thompson is an authority on historical matters; and the late Dr. George C. Smith, Dr. George M. Garland, Dr. Arthur A. Sweeney, Dr. Frank B. Flanders and Dr. Frank W. Merriam have been or are physicians of note.

These cited names are but a few among many who in more quiet life wisely used the knowledge obtained in this public institution in their various occupations as business men, teachers, preachers, manufacturers or inventors. Very few have become dreamers or have come to consider life a burden. Many homes

have been brightened and minds enlightened because of the teachings in this historic school. Such a school must justify its past and improve upon its present. We dare not lift the veil that hides the unknown but pregnant future. We shrink from attempts at prophecy. But God never meant nations, cities, communities, institutions or individuals to stand still. The choice is between progress and development or decay and death.

There are some standing here who, if they comprehend the value of their inheritance and maintain the educational and religious institutions founded by the fathers, enlarging, liberalizing and improving them as God shall give them light, will have part and lot in making history, in the twentieth century, that will be glorious beyond our wildest dreams.

### ADDRESS AND BENEDICTION

By REV. JAMES T. O'REILLY, O. S. A.

My presence as a Catholic priest, at the laying of the corner stone of a public school building to be devoted to a system of education without religion, calls for a word of explanation.

I am here in response to the courteous invitation of our well meaning chief executive, who no doubt, intended by his invitation to demonstrate that our public schools belong by right to no one class or sect, but to all citizens alike. In this we agree with him, that the schools belong to the public, but I realize the apparent inconsistency of religious exercises over the foundation of a building, within whose walls religion shall not be allowed to enter.

Here the intellect alone shall be trained, the field of knowledge shall be limited to the cold science of material things. Within those walls it shall not be lawful for the Christian teacher to proclaim that Christ is God; nor for the unbeliever to assert that Christ is not God. Here during all the important years of the formation of the character of the future men and women, there can be no fixed and reliable standard of morality. The better part of their nature must suffer. The love that God implanted in the heart of man, to assist him to reach out and possess eternal happiness, shall have no sustaining influence, no inspiration such as religion alone can offer.

Our public schools are the outgrowth of a thirst for knowledge, but they fail to supply the wholesome, life-giving draught.

There is here, then, room for prayer; a prayer in which all may join in the fullness of their heart. Our present system of public education, largely in an experimental state, seeks to shut out from our youth a knowledge of God; but God, who is knowledge itself, shall make the light to shine in the darkness—and out of the foolishness of man's pride shall demonstrate His own infinite wisdom.

He is looking down on us with eyes of love. Let us turn to Him in all humility and ask that He shall bless this work of our hands; that in this building, dedicated to the cause of education, may, at least, be created a thirst for real knowledge; that prejudice and bigotry may never find therein a resting place; that those who shall have the care of our children's instruction in our public institutions may be guided by divine wisdom, and that all, teachers and pupils, may daily spend themselves in searching for the only beauty that can satiate the soul, everlasting truth.

To this end, then, I salute Thee, my Creator:

Our Father, who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is done in heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

#### THE WARD FIVE SCHOOL BUILDING.

It has been definitely decided that a new grammar school building shall be erected in ward five. Argument, therefore, would seem to be precluded; and yet, in simple justice to the children of this neighborhood, I cannot refrain from urging the discountenance of further delay, and the encouragement of the promptest action, toward the construction of this building. It is true that some progress has been made during the past year, but it is pit-



iful that so little of a substantial character has been achieved. Involved in the varied discussions of the proposed ward five school are several incidents of general interest, the most important of which I shall briefly review.

On the 27th of December, 1898, the city council by ordinance created a commission upon whom were conferred the powers and duties of "constructing and erecting" a new school building in ward five. The personnel of this commission is identical to that of the High school commission, comprising the mayor of the city and Messrs. Collins, Lamprey, Flanagan and Tewksbury.

On the first day of May, 1899, a law was enacted by the general court of the Commonwealth bestowing additional powers upon the school committee of Lawrence. This act reads as follows: "The school committee of the city of Lawrence shall have the powers and discharge the duties conferred and imposed by law upon school committees, except as may be provided otherwise in this section. They shall have authority to select lands for school purposes, to recommend the plans of all school buildings to be erected or altered, and to recommend necessary temporary accommodations for school purposes; but they shall have no power to employ laborers, mechanics or contractors to construct, alter or repair any school building, and they shall have no power to purchase any land for school purposes. Such powers are hereby vested in the city council." In exercise of this statutory privilege the school committee on the eleventh of May selected, as a site for the proposed school, land situate on the wester-

ly side of Ames street, between Byron and Olive avenues, with a frontage on Ames street of 240 feet and a depth of 220 feet. This location, the most desirable in the ward, is well-nigh ideal for a school building; and in its selection the school committee displayed most excellent judgment.

The city council subsequently ratified the choice of the school committee by the purchase of the land above described.

Under date of May 25, 1899, Hon. Alexander B. Bruce addressed the following communication to the school committee: "Gentlemen—As the city of Lawrence contemplates the erection of a new grammar school in ward five, I desire to say that if there is to be a tower on the building I shall take pleasure in contributing an illuminated clock to cost not less than one thousand dollars, and one that will be acceptable to the building commission."

In accepting the generous offer of Mr. Bruce the school committee unanimously adopted the following resolution, "That the school committee accepts with deep gratitude the gift of the Hon. Alexander B. Bruce of an illuminated clock for the tower of the ward five school. In accepting this gift we desire to signify to Mr. Bruce our profound and lasting appreciation of his great liberality and public spirit."

On the first of June, Architect William P. Regan was chosen to consult with the school committee and prepare plans for the proposed building in ward five, and on the 23d of August Mr. Regan presented a set of plans which were approved by the school committee and recom-



mended for adoption to the proper city officials. The ward five school commission, to whom the plans were presented for consideration, feared that the cost of constructing the building in accordance with the plans submitted would exceed the available appropriation; and thus all further action was deferred. But let us hope that the faults and mistakes of the past may be forgotten in the New Year, that harmony of effort may give fresh impetus to our appointed work, and that the product of our united labors may be the new ward five school, a building in reality.

#### ADDITIONAL ACCOMMODATIONS.

In my last annual report I called the attention of the committee to the overcrowded condition of all schools north and east of the Spicket river, from the Arlington on the one hand, to the Storrow on the other. It is needless to report that the situation at the present time is even more distressing. Upon the opening of the schools in September, it became necessary to transfer a class from the Tarbox across the river to the Hampshire street school, and another from the Prospect street school to the Harrington, greatly to the inconvenience of the pupils and the annoyance of their parents. And even after this relief was granted, the numbers in several rooms remained so large that the health of the pupils was endangered, and the indignation of parents naturally aroused. The Arlington school, despite the addition of two rooms so recently made, is again cruelly overcrowded. The growth in the school population of these

neighborhoods is unequalled elsewhere in our city. It will be utterly impossible to accommodate the pupils another year with our present inadequate facilities. The demand is urgent. Immediate action should be taken and additional room provided. Happily, the city owns land in the rear of the Park street school, where a building can be erected to meet the present emergency. I would, therefore, respectfully recommend to the judgment of the committee the practicability of erecting upon this site a six-room brick building, so constructed that six more rooms may subsequently be added. Later, when the exigency of affairs shall dictate, the present Park street school, a wooden structure, may be removed, the original plan of extension be accomplished, and thus a substantial twelve-room building be secured.

## THE SCHOOLS IN GENERAL.

### THE NORMAL TRAINING SCHOOL

Continues to maintain the same high standard of excellence which has been frequently referred to in previous reports. In February, Mary F. Butler, Ida B. Hagar, Jennie M. Quealey, M. Eva Russell, Helen F. Spring and Mary E. Sullivan were graduated from the regular two years' course, and Alice V. Fitzgerald and Maria Cogger, graduates respectively of the Salem State Normal school and the Newburyport Training school, completed the half-year of supplementary work. In June the regular graduates were Margaret S. Brown, Ella M. Churchill, Georgie M. Fallansbee, Margaret A. Houston, Lauretta M. McCabe, Nellie M. Reardon, Theresa M. Twoomey and Bertha E. Wilson. Margaret M. Phillips, a graduate

of the Salem State Normal school, completed the supplementary work.

There are in the school at present twenty-seven pupil-teachers pursuing the regular course—seven in each of the senior, middle and junior classes and six in the sub-junior. There is also a Normal school graduate taking the half year of supplementary work.

#### THE MANUAL TRAINING SCHOOL

Is gaining steadily in popularity among the pupils of the High school. The present enrollment comprises 54 pupils,—25 in the first year, 14 in the second, 11 in the third and 4 in the fourth year classes.

#### THE EVENING SCHOOLS

Are in a prosperous condition with an increase in attendance that is most gratifying. Upon the opening of these schools on October 16th the classes in the western section of the city that had heretofore attended the Warren street school were transferred to the Essex Grammar school where greater comfort can be enjoyed by the pupils and superior facilities afforded for instruction.

Perhaps the most important act performed by the evening school committee during the past year was the definition of the qualifications of teachers for the evening schools. It was decided by this committee that in the future candidates for positions in the evening high school must be college graduates, while those desiring positions in the elementary grades must be graduates of the Lawrence High school, or its equivalent,—and all must pass an examination satisfactory to the committee on evening schools and the superintendent of schools. This decision is far-reach-

ing in its scope and will contribute greatly toward raising the standard of instruction in schools that are fraught with splendid possibilities and ripe for wisely directed improvements.

#### OTHER SCHOOLS.

The eleventh annual contest by the senior class in the High school for the Valpey prizes occurred in City hall on the twenty-fourth day of May. The judges were James E. Donoghue, Frederick H. Hedge and Wendell P. Brown. The successful competitors were Edith L. Whittemore and John P. Whelan.

The graduation of the class of '99 of the Lawrence High school was held in City hall on Tuesday, June twenty-seventh. An interesting address was delivered by Hon. James H. Eaton, mayor of the city, and diplomas were presented to fifty-three graduates by Hon. John Breen, vice-chairman of the school committee. The Hood prizes for general excellence in scholarship and deportment during the High school course were awarded to Alice E. Collins and John E. Haigh.

The six grammar schools held graduating exercises in City hall on the following Thursday. An eloquent address was delivered by our congressman, Hon. William S. Knox, and diplomas were presented to two hundred and thirty-one graduates by Mr. Daniel F. McCarthy, chairman of the grammar school committee. The names of the graduates of both the high and grammar schools, with the programs of their exercises, appear in the appendix to this report.

The Hood prizes are awarded to the schools making the most marked progress during the year. The Emily

G. Wetherbee, the Prospect street and the Amesbury street schools secured these prizes. The sewing prizes were won by the Essex and Newbury street schools.

CONCLUSION.

In conclusion I desire to extend most grateful thanks to the school committee, teachers, truant officers, members of the press, and all who by assistance, encouragement and counsel have contributed to whatever success may have attended my efforts during the year that is now at a close.

Respectfully submitted,

J. E. BURKE,

Superintendent of Schools.



## STATISTICS.

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Valuation of the city for the year 1899.....	\$38,626,197 00
Total expenditure for schools, exclusive of new buildings and repairs .....	\$165,849.39
Population of the city, census of 1895.....	52,164
Estimated population January 1st, 1900 .....	60,000
Number of children in city between the ages of 5 and 15, according to the census of May 1st, 1898.....	10,085
Number of children in city between the ages of 5 and 15 according to the census of Sept. 1st, 1899.....	10,045
Number of children between the ages of 7 and 14, accord- ing to census of Sept. 1st, 1899 .....	6,334
Aggregate enrollment since January 1st, 1899.....	8.781
Average number belonging since January 1st, 1899.....	6,836
Average attendance since January 1st, 1899.....	6.479
Number of school buildings.....	30
Number of class rooms in High school and annexes....	19
Number of class rooms in elementary schools.....	160
Number of teachers in High school.....	19
Number of teachers in grammar schools.....	43
Number of teachers in middle schools.....	39
Number of teachers in primary schools.....	98
Number of supervising principals.....	8
Number of critic teachers in Training school.....	4
Number of pupil teachers in Training school.....	28
Number of teachers of music .....	2
Number of teachers of drawing.....	2
Number of teachers of sewing.....	2
Number of teachers in penmanship.....	1
Number of teachers in evening High school.....	11
Number of teachers in evening elementary schools.....	46
Number of teachers in evening drawing schools.....	3





## In Memoriam.

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### Mary Frances Waters.

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Cheerful bells announcing the re-opening of our schools had scarcely ceased to ring, when solemn funeral peals proclaimed the closing of the life's work of a teacher, valued, respected and beloved.

Mary Frances Waters died at her home in this city on the morning of Saturday, September the ninth. She was graduated from St. Mary's High School with the class of 1890, and from our Normal Training School in February, 1893. In September of the same year she was assigned to the John R. Rollins School, where she continued to teach for six years. At a meeting of the School Committee in August, 1899, she was granted a leave of absence.

Miss Waters was no ordinary teacher. She stood prominent among her fellow-workers, a type of genuine ability, of untiring energy, of unfaltering faithfulness. All the varied activities of her body, mind and soul were devoted to the profession she loved and adorned.

She led her pupils wisely, patiently and prudently in their pursuit for knowledge; but she taught lessons far more ennobling than those contained in books. She taught gentleness and refinement of manner, sweetness of disposition, purity of thought, the moral loveliness of right living. These blessings she bestowed unconsciously perhaps, for they were the reflection of her own illuminating personality. Her classroom, like her character, was all-sunniess; it was ever aglow with the radiance of her genial nature; here enjoyment and delight shone in the faces of happy children, for it was a home of cheerfulness, of mutual sympathy and love.

Miss Waters was the embodiment of gentleness, of goodness and purity; dominated by these virtues she became inspirational. One was uplifted in her presence; one felt the spiritual exaltation which comes from proximity to a great soul.

The memory of this young life is sacred; it will lead us all toward holier ideals; it will soften the sorrows of earth and enhance the realities of heaven. In memory of all that our departed friend has been, in hope of all she yet shall do, we tenderly lay this simple token of our love upon her bier.

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Adopted by Lawrence School Committee, September 28, 1899.



## APPENDIX.

TABLE A.

*Tabular statement of attendance for school year ending June 30, 1899.*

SCHOOLS.	Whole No. enrolled.		Average No. belonging.		Av. daily attendance.		Per cent. of attendance.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
High .....	575	469	544	451	526	442	96.79	98.05
Oliver .....	569	484	492	430	463	408	94.17	95.29
Essex .....	614	453	504	439	483	422	95.87	96.16
Packard .....	627	539	573	426	542	497	94.59	94.40
John R. Rollins	490	464	451	415	433	402	96.42	96.19
John K. Tarbox	520	441	467	426	431	410	95.54	96.27
E. G. Wetherbee	407	373	357	335	339	320	95.06	95.82
Daniel Saunders	516	447	399	394	361	342	90.49	91.23
Union Street...	267	272	237	214	221	187	92.38	87.17
Park Street....	231	230	197	194	181	181	91.84	91.11
Prospect Street.	236	230	215	208	198	191	92.26	91.77
Storrow .....	191	195	175	165	166	153	94.58	92.64
Walton .....	169	164	127	123	119	115	94.10	93.50
Newbury Street	147	136	126	118	120	110	95.12	93.46
Harrington ..	173	177	166	169	159	160	95.86	94.19
Amesbury Str't	164	141	152	134	138	114	90.76	82.20
Hampshire Str't	156	140	147	136	138	126	93.89	93.16
Cross Street....	170	151	142	138	133	128	93.69	93.33
Franklin .....	195	178	151	135	138	128	91.33	94.43
Riverside .....	196	201	174	157	161	148	92.46	94.30
Arlington .....	380	330	340	318	314	298	92.22	93.96
Lowell Street ..	219	223	200	211	182	197	91.02	93.21
Washington ..	248	240	198	203	182	194	96.87	95.72
Training .....	300	317	217	227	201	211	92.85	93.25
Total .....	7760	6995	6751	6166	6329	5884	93.75	93.46

TABLE B.

*Tabular statement of tardiness, dismissals and absences for the school  
year ending June 30, 1899.*

SCHOOLS.	No. of cases of tardiness		Number half-day truancy.		No. of cases of dismissal.		No. of cases of absence.	
	1st Term.	2d Term.	1st Term	2d Term	1st Term.	2d Term.	1st Term.	2d Term.
High .....	436	117	0	0	322	79	1455	137
Oliver .....	317	253	39	19	335	336	5247	3817
Essex .....	509	527	6	3	376	404	3888	3044
Packard .....	343	301	11	1	397	259	5782	5290
John R. Rollins ..	193	132	16	27	181	182	3047	2914
John K. Tarbox.	382	399	4	6	242	189	4668	2281
E. G. Wetherbee	248	215	5	12	317	273	3256	2593
Daniel Saunders..	821	662	12	21	101	70	6717	5920
Union Street.....	143	157	7	13	56	39	3431	4898
Park Street.....	325	380	3	15	102	102	2938	2389
Prospect Street...	304	315	4	1	81	97	3126	2985
Storrow .....	260	264	4	0	72	75	1814	2129
Walton .....	421	394	5	12	45	64	1371	1444
Newbury Street..	299	361	4	10	85	104	1168	1370
Harrington .....	192	189	8	1	59	0	1543	1699
Amesbury Street..	247	175	26	17	14	27	2670	2460
Hampshire Street.	151	126	35	11	72	106	1709	1666
Cross Street .....	125	128	8	4	124	160	1569	1649
Franklin .....	252	298	12	5	110	81	2469	1693
Riverside .....	325	388	6	8	86	73	2488	1561
Lowell Street ....	467	613	11	30	136	168	3371	2520
Arlington .....	783	625	5	30	67	57	4945	3398
Washington .....	279	372	3	8	144	111	3020	1540
Training .....	376	435	11	63	119	82	2868	2766
Total .....	8198	7826	245	317	3613	3138	74560	62163

## REPORT OF TRUANT OFFICERS.

Lawrence, Mass., December 31, 1899.

Mr. J. E. Burke, Superintendent of Schools:

My Dear Sir:—The following is the report of the Truant Officers for the year ending Dec. 31, 1899:

### SCHOOL CENSUS.

Complying with a statute law, enacted in 1898, becoming operative this year, the time for taking the school census was changed from the first day of the month of May, to the following September. The officers used the same thoroughness and accuracy as formerly, but the result shows a deficiency instead of, as in former years, an increase. We suggest as the reason for this change that the names of a number of children that would have appeared and been counted, if the census were taken at the usual time, do not appear in the census of this year from the fact that their fifteenth birthday was passed during the time intervening between the first of May and September. We submit the following tables more for reference than comparison.

	1899	1898	1897	1896	1895
Ward 1 .....	1599	1542	1487	1463	1443
Ward 2 .....	1085	1103	1055	1023	1035
Ward 3 .....	1645	1752	1721	1689	1654
Ward 4 .....	1752	1786	1839	1806	1774
Ward 5 .....	1990	1968	1916	1905	1854
Ward 6 .....	1974	1934	1798	1749	1533
Total .....	10,045	10,085	9816	9635	9293

Decrease for 1899, 40. Increase over 1895, 752.

## TRUANCY.

The following table will show in the aggregate the work performed by the officers for the year:

1899.	No. of Schools visited.	No. of absences reported by Teachers.	No. of absences without permission of parents.	No. of second offences.	No. of third offences.	No. of Parents or Guardians notified.	No. returned to school from the street.	No. of arrests.	No. of prosecutions.	Instances of Tardiness Investigated.
January ....	292	187	13	6	3	161	7	0	0	3
February ...	207	215	8	3	3	154	11	0	0	13
March .....	294	240	20	12	4	223	22	0	0	14
April .....	338	233	25	19	15	217	12	0	0	2
May .....	266	154	18	15	13	140	12	1	1	6
June .....	323	151	26	17	16	149	13	3	3	2
September ..	236	121	54	21	6	83	7	0	0	3
October ....	353	209	32	18	14	188	17	5	5	15
November ..	273	119	16	9	7	107	8	1	1	7
December ..	319	188	25	12	10	171	13	1	1	3
Totals ...	2901	1817	237	132	91	1593	122	11	11	68

## RESULT OF PROSECUTIONS.

Placed on Probation .....	4
Committed to Truant School .....	7



CONTAGIOUS DISEASES.

The following table will show by months the number of contagious diseases that have been reported to this department by the Board of Health and other sources:

Disease. 1899.	Jan.	Feb.	March	April	May	June	Sept.	Oct.	Nov.	Dec.	Totals
Diphth'ia	27	24	27	20	20	39	26	53	42	43	321
Scarlet Fever	24	13	8	11	7	3	18	14	25	26	149
Measles	182	158	162	116	90	39	1	2	3	1	754
Totals	253	195	197	147	117	81	45	69	70	70	1224

Increase over 1898..... 441

## LABOR CERTIFICATES.

There has been no change in the laws governing the issuing of labor certificates. A minor is entitled to a labor certificate when he arrives at fourteen years of age, a final or unlimited certificate being the only one issued. By referring to the annexed table an excess of 109 over that of last year is exhibited.

1899.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Totals
Unlimited	71	69	138	106	110	120	123	86	91	65	54	47	1080

Increase for 1899 over 1898.....109

In conclusion we would avail ourselves of this opportunity of returning our sincere thanks to the school committee and you, sir, for many favors shown, to the teachers in our schools, police department and many others for their kind assistance during the year.

Respectfully submitted,

JAS. R. McGOWAN,

EDWIN J. CATE,

Truant Officers.

## PROGRAM

Of the Eleventh Annual Contest for the Valpey Prizes  
Awarded for the Best Original Essay and  
Declamation of the Class of '99,  
Lawrence High School.

AT CITY HALL, WEDNESDAY, MAY 24, 1899.

ACCOMPANIST, - - - JOHN A. MCGILVREY.

PIANO DUET,

Miss Marcia D. Bancroft and Miss Mary I. Fieles.

DECLAMATION—"America Among the Nations,"

John A. McGilvrey.

ESSAY—"The Higher Education of Women in the United States."

Bertha Bertolle.

SINGING—"When the Starlight Gilds the Stream." - - *Linders*

DECLAMATION—"Monopoly: Our Country's Curse."

Edward M. Carney.

ESSAY—"Events That Are Shaping American History."

Sadie C. Harkins.

SINGING—"The King's Champion." - - - *Watson*

DECLAMATION—"A Plea for the Filipino."

William E. Robertson.

ESSAY—"Unwritten History."

Grace V. Desmond.

PIANO SOLO,

John A. McGilvrey.

DECLAMATION—"Our Heroic Dead."

John P. Whalen.

ESSAY—"The Victories of Peace."

Edith L. Whittemore.

SINGING—"The Passing Regiment." - - - *Macy*

DECLAMATION—"Shall the United States Adopt an Imperialistic  
Policy?"

Hubert J. Kane.

ESSAY—"Mediocrity: or How the Man of Average Ability May  
Succeed."

Elsie M. King.

SINGING—"Soldiers' Chorus." - - - *Gounod*

## ORDER OF EXERCISES

For the Forty-Eighth Anniversary of the Lawrence High  
School,

TUESDAY, JUNE 27, 1899.

### PROGRAM.

Accompanist, JOHN A. MCGILVREY.

MARCH.—“Old Glory,” composed by Elsie M. King.

1. SONG.—“The Lord is Great,” - - - - - *Mendelssohn*
2. ADDRESS OF WELCOME,  
John A. McGilvrey.
3. SONG.—“L'E'te,”  
Julia A. Graham.
4. CLASS HISTORY,  
Margaret A. Nelson.
5. “SWING SONG,” - - - - - *Lohr*
6. PARTING ADDRESS,  
Edith L. Whittemore.
7. SONG.—“Good Bye, Sweet Day,”  
Edward M. Carney.
8. ADDRESS,  
Hon. James H. Eaton.
9. SONG.—“Let Our Voices Be Glad,” - - - - - *Ch. Lecocq*
10. AWARDING OF DIPLOMAS AND VALPEY AND HOOD PRIZES, BY HON.  
JOHN BREEN, VICE-CHAIRMAN OF THE SCHOOL COMMITTEE.
11. PARTING HYMN,  
Words by Hubert J. Kane.

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PARTING HYMN.

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Sad is the parting,  
Classmates and teachers dear,—  
Under whose guiding sway  
Fain would we stay;  
But now we must take up  
Life's sweet and bitter cup,  
Enter new fields of strife,  
Battle for life!

Thro' out the wide world,  
'Neath cool or tropic sky,  
Should fate our efforts crown  
Or coldly frown;  
Still to our heart of hearts,  
Mem'ry the scene imparts  
Kind teachers—class in line,  
Dear Ninety-nine.

Fare you well fondly,  
Live we, so life shall be,  
All that's in high culture,—  
Holy and pure;  
Then may our voyage be  
Safe o'er life's troubled sea  
Into the realms of His  
Eternal bliss.

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NAMES OF GRADUATES.

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Francis Martin Andrew,	Edward Michael Carney,
Edith Alice Atkinson,	Isabelle Flint Chapman,
Frederick William Barry,	Alice Eloise Collins,
Marcia Dean Bancroft,	Grace Loretta Conlin,
Bertha Bertolle,	Annie Helena Cronin,
Albert Robinson Brewster, Jr.,	Margaret Martha Crowley,

Helen Wealthia Curran,  
Katheryn Rosemary Daly,  
Grace Vivian Desmond,  
Amy Agnes Finlay,  
Cora Taylor Fletcher,  
Edmund Joseph Ford,  
George Harmon Gage,  
Mary Elizabeth Geraghty,  
Julia Abigail Graham,  
Robert Francis Greene,  
John Edward Haigh,  
Edna Almira Hale,  
Sara Catherine Harkins,  
James Williams Hastings,  
Frank Johnson,  
Alice Joslyn,  
Hubert Joseph Kane,  
Mary Ellen Kennedy,  
Elsie Maud King,  
Henry Clay King,

Edith Lyall,  
Mary Elizabeth Lynch,  
Ida May Magoon,  
John Aloysius McGilvrey,  
James William McManus,  
Louis McManus,  
Cora Annie Miles,  
Charles Franklin Morrison,  
Clarence Edwin Morrison,  
Ellen Frances Murphy,  
Ethel Neal,  
Margaret Grace Nelson,  
Anastatia Gertrude O'Brien,  
Caroline Esther Ogilvie,  
William Ernest Robertson,  
Phebe Frances Steere,  
Daisy Ella Stevens,  
Edna Louise Stratton,  
John Patrick Whalen,  
Edith Louise Whittemore,

Blanche Pitman Wingate.



## GRADUATING EXERCISES

Of the Lawrence Grammar Schools, at City Hall,

THURSDAY, JUNE 29, 1899.

## PROGRAM.

Music by chorus of graduates, accompanied by an orchestra from  
the High and Grammar Schools.

1. MARCH.—“On Guard,” - - - - - *Rollinson*
2. PATRIOTIC HYMN.—“May God Protect Columbia,” - - - *Thomas*
3. ADDRESS TO GRADUATES,  
Hon. William S. Knox.
4. CHORUS.—“Over the Dancing Sea,” - - - - - *Roeckel*
5. PRESENTATION OF DIPLOMAS.
6. SONG.—“The Stars and Stripes Forever,” - - - - - *Sousa*

## NAMES OF GRADUATES.

## OLIVER SCHOOL.

Charles I. Alexander,	Joseph F. Daly,
M. Frances Bean,	Mabel A. Davis,
Grace M. Bean,	Margaret Donovan,
Frank Biery,	Matthew J. Doyle,
Fannie Brewster,	Herman Eichorn,
Helen Brigham,	Mary E. Finigan,
Joseph H. Burgess,	Mabel A. Finn,
Laura B. Callison,	Mary A. Flynn,
Philip M. Chase,	G. Warren Foster,
Lotta B. Churchill,	Alma E. Fowler,
Carl C. Craig,	Bertha C. Gallagher,
Elizabeth K. Crosby,	Eva B. Gilman,
Alice L. Currier,	Lewis Goldberg,
Percy Cushing,	E. Rosamond Greenwood,

Margaret V. Hart,  
Nellie Heald  
John J. Higgins,  
Lillian Humphrey,  
Francis E. Jordan,  
Grace E. Lane,  
George Lannon,  
Raymond O. Libby,  
Josephine Mahoney,  
Margaret G. Mahoney,  
Vincent A. Mahoney,  
Haven S. McCrillis,  
Lizzie McInnis,  
Maurice F. McKenna,  
Katherine McVey,  
Blanche C. Morton,  
James A. Murphy,  
Patrick A. Murphy,

Harry C. Oliver,  
Alice W. O'Connor,  
Arthur A. O'Mahoney.  
Margaret E. Pedlow,  
Eleanor R. Pratt,  
Guen P. Quimby,  
Edward J. Ryan,  
Edward A. Sampson,  
Frederick W. Schaake,  
Ruby A. Simmons,  
William L. Stearns,  
Albert E. Stevens,  
Frank R. Stevens,  
Annie H. Uhlig,  
Patti I. Washburn,  
Helen G. Webster,  
Neal W. Webster,  
Joseph A. White

## ESSEX SCHOOL.

Bertha E. Atkinson,  
Edith A. Bartle,  
Irene M. Boyle,  
Annie W. Brown,  
Hugh J. Chistison,  
Lewis S. Connor,  
Henry I. Carr,  
Agnes G. Cassidy,  
Lillian B. Crowley,  
Mary R. Demers,  
Alice H. Gee,  
John F. Gallagher,  
Frederic W. Houston,  
Lawrence B. Howarth,  
Maggie Hamilton,

Ruth Lyall,  
Bertha M. Lord,  
Bertha Marsden,  
James A. McDavitt,  
Frank A. McNally,  
Charles J. McCartin,  
Thomas Morrell,  
Amelia Robinson,  
Lillian G. Ray,  
Mary L. Rankin,  
Gertrude M. Stevenson,  
Lawrence M. Taylor,  
Emma M. Wilkinson,  
John E. Waterman.

## PACKARD SCHOOL.

Ella Baxter,	Alice C. Kelley,
Anna I. Benoit,	Helen King,
Henry W. Blackburn,	Max E. Kreysig,
Archer L. Bolton,	Michael Lane,
Margaret M. Boyd,	Charles Lanigan,
Cora M. Brown,	Fred T. Lena,
Sarah M. Burrige,	Marion Lewis,
I. B. George Butler,	Michael F. Lynch,
Elizabeth C. Carden,	Herman Martin,
Mary H. Chase,	Thomas F. McLaughlin,
Eva M. Colby,	Thomas McNamara,
Grace M. Copp,	Ernest L. Merrill,
Chester H. Crampton,	Kirke L. Moses,
Mary L. Cullinane,	Clarissa Murgatroyd,
Ethel M. DeWitt,	Jeremiah J. Murphy,
Blanche G. Domingue,	John J. Nugent,
William J. Farnham,	Charles O'Dowd,
Ida M. Fitch,	Timothy J. O'Leary,
Helen I. Flanagan,	Alfred H. Patterson,
Helen L. Fletcher,	Elizabeth P. Redpath.
Herbert L. Fletcher,	Thomas Ryley,
Alexander G. Forbes,	Mary C. Sheehy,
Alida S. Gauthier,	Alice G. Sunderland
Ruby J. Gordon,	Frankie M. Tuttle.
Henry E. Hartwell,	Emily B. Topham,
John T. Hayes,	Joseph H. Vargas,
Elizabeth F. Higgins,	George H. Walker.
Chester E. Huntress,	Florence E. Welton,
Isabella Hyde,	Charles E. Wood,

## JOHN R. ROLLINS SCHOOL.

Emma M. Bean,	Mary L. Greene,
Walter Barlow,	Ralph G. Hudson,
Alice M. Cheney,	Clara H. Kirsh,
Sarah A. Crane,	John M. J. Keenan,
Abbie Emmett,	Louis A. Kane,
Edith C. Frost,	Frank P. Meagan,

Ruth M. Milliken,  
Carolyne F. Mullen,  
Alfred T. McCormack,  
Eva M. McCormick,  
Elizabeth McLane,  
Susan E. Morse,  
Maude E. Pippig,  
Wilbur W. Parshley,  
Howard M. Parshley,

Edith J. Sargent,  
David Smith,  
William Spalke,  
Robert R. Stevenson,  
C. Belle Towle,  
Ethel H. Tewksbury,  
Henry Trometer,  
August F. Vietor,

JOHN K. TARBOX SCHOOL.

Alice Barry,  
John F. Clark,  
Edward L. Clark,  
Laura W. Cotter,  
Daniel Farley,  
Julia C. Fleming,  
Gilbert W. Haigh,  
Marion Hardy,  
Grace M. Hey,  
Minnie L. Hoppe,  
Mary J. Kenney,  
Leonora Knapton,  
Julius Koehler,  
Loretta F. McCarthy,  
Isabel F. McLay,

John McLay,  
Bertha M. McLoud,  
Elizabeth J. Miniter,  
Hugh M. Mulvey,  
W. Smith Mungall,  
James J. O'Brien,  
Paul W. Petzold,  
John W. Rawnsley,  
W. Augustin Riley,  
James M. B. Royal,  
Grace H. Sampson,  
Mary Sargent,  
Bertha E. Taylor,  
Rose J. Taylor.

EMILY G. WETHERBEE SCHOOL.

Thomas A. Collins,  
Mary M. Cook,  
Cora E. Crombie,  
Margaret V. Dineen,  
Annie M. Donovan,  
Harriet M. Donovan,  
Timothy J. Donovan,  
Sarah B. Flanagan,  
Mary F. Hart,  
Philip W. Haseltine,  
Susan P. Holmes,

Margaret M. Hughes,  
Margaret V. Hughes,  
Grace C. McCarthy,  
Sarah E. Mosson,  
John A. Murphy,  
Patrick L. O'Brien,  
Albert S. Pittman,  
Frank H. Remick,  
Arthur Remmes,  
Martin A. Sullivan,  
Alice G. Wilkins,

## TEACHERS.

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IN SERVICE DECEMBER 31, 1899.  
(The numerical letters designate the year or grade.)

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### HIGH SCHOOL.

Haverhill Street (opposite Lawrence Common).

James D. Horne, Master, 8 Campo Seco St.	'94	\$2,500
Constitutional History, Political Science.		
Edward S. Riley, Sub-Master, 68 Saunders St.	'92	1,600
Advanced Mathematics, Physics, Chemistry.		
Mary A. Newell, 49 Bradford St.	'66	1,050
Latin, Greek.		
Ada Lear, 82 Bradford St.	'73	1,000
Latin, Greek.		
Louise S. Halley, 60 Washington St	'74-84	900
Mathematics.		
A. L. Fulkerson, 16 Thorndike St.	'95	1,300
Manual Training.		
Elizabeth O'Leary, 55 Jackson St.	'96	1,000
German and French.		
Ella M. Robinson, 282 Methuen St.	'96	800
French.		
Hector L. Belisle, 55 Jackson St.	'96	1,000
French, Elocution.		
Sarah L. Bradley, 5 Custer St.	'96	800
Algebra, English History.		
Alice B. Macdonald, 54 Washington St.	'96	900
English.		
Maud H. Hodgdon, 54 Washington St.	'96	800
Latin.		

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Ernest C. Jewell, 294 Methuen St.	'97	800
Algebra, Geometry, Commercial Law.		
S. Ella Penniman, 488 Broadway	'97	700
Greek, History, Latin.		
Martha D. Tracy, 173 Garden St.	'97	800
History, Natural Sciences.		
Gertrude M. Hall, 59 Lowell St.	'97	700
English.		
Elizabeth G. McIntyre, 463 Lowell St.	'98	700
Latin, English.		
Alice O'Malley, 55 Jackson St.	'98	700
English, English History.		
Etta M. Hagar, 11 Tremont St.	'98	700
Book-keeping, Algebra, Latin.		

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### OLIVER SCHOOL.

, Haverhill Street (opposite Lawrence Common).

Includes elementary grades above the fifth between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.

Bernard M. Sheridan, Master, 171 East Haverhill St.	'95	\$1,900
Emily J. Danforth, VIII, 193 Green St.	'65	600
Harriet A. McKone, VIII, North Andover	'87	600
Katherine M. Kenney, VIII, 101 Oak St.	'81	550
Margaretta T. O'Sullivan, VII, 137 Lawrence St.	'88	550
Agnes G. Golden, VII, Methuen	'93	550
Flora I. Doble, VII, 43 Newbury St.	'91	550
Ellen J. Sullivan, VII, 71 Cross St.	'82	550
Ella F. Arthur, VI, 30 Morton St.	'98	450
Mary A. O'Connor, VI, 190 West St.	'95	500
Marie W. Collins, VI, 12 Valley St.	'94	500
Kathryn A. Cadogan, VI, 83 Allston St.	'96	450
Emily V. Brooks, VI, 335 Broadway	'95	500
Grace A. O'Connor, VI, 40 Fairmount St.	'96	450



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## ESSEX SCHOOL.

Head of Essex Street.

Includes elementary grades above the sixth year, south of Manchester Street and west of M. & L. R. R., and fourth and fifth grades south of Florence Place, extended to Cemetery.

Wendell P. Brown, Master, 51 Smith St.	'95	\$1,600
Sarah A. Barlow, VIII, 48 Washington St.	'87	600
Camilla A. Howes, VII, Methuen	'96	600
Mabel F. Noyes, VII, Methuen	'90	550
Theresa W. Slattery, VI, 448 Lowell St.	'91	550
Ida L. Freeman, VI, 503 Haverhill St.	'93	500
Minnie A. Brown, V, 13 Cedar St.	'95	500
Mary E. Foster, V, 304 Lowell St.	'94	500
Emma Stewart, V, 55 Bodwell St.	'95	500

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## ESSEX SCHOOL ANNEX.

Warren Street.

Manora A. Bradford, IV, 20 Concord St.	'96	\$450
Edna A. Skinner, IV, Methuen	'97	450
Elisabeth Entwistle, IV, 3 Caulkin's Court	'97	450
Ellen C. Tobin, III, 480 Haverhill St.	'98	450

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## PACKARD SCHOOL.

Parker Street (between Abbott and Bailey Streets).

Includes all elementary grades above the second, east of B. & M. R. R. in South Lawrence.

Charles M. Lamprey, Master, 119 Bailey St.	'94	\$1,600
Margaret G. Scanlon, VIII, 347 Salem St.	'84	600
Ellen L. Toye, VIII, 240 Andover St.	'82	550
Nellie S. Winchester, VII, 31 East Haverhill St.	'95	550

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Jennie A. McManus, VII, 291 South Broadway	'94	550
Jessie E. Simpson, VI, 124 Bailey St.	'95	500
Catherine G. O'Leary, VI, 242 Salem St.	'95	500
Agnes C. Byrne, V, 203 Salem St.	'94	450
Laura A. Haigh, V, 61 Abbott St.	'96	450
Annie H. Desmond, V, 15 Springfield St.	'94	500
Teresa M. Twoomey, IV, 180 Park St.	'99	400

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### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street.)

Mary J. Shinnick, IV, 44 Osgood St.	'97	\$450
Louise F. Wilkinson, III, 8 Garfield St.	'98	450
Ella F. Sawyer, III, 67 Abbott St.	'97	450
M. Eva Russell, III, 335 Broadway	'99	400

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### JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt).

Includes all elementary grades above the third year, east of Spicket River and Bloody Brook.

Adelbert H. Morrison, Master, 102 Haverhill St.	'98	\$1,400
Anne Eastham, VIII, 33 Woodland St.	'85	600
Maria Smith, VII, 119 Garden St.	'91	550
Mary Eastham, VII, 33 Woodland St.	'88	550
Mabel L. Cate, VI, 334 High St.	'85	550
Mary A. Mahoney, VI, North Andover	'93	550
Emma J. Baker, VI and V, Methuen	'89	500
Catharine L. Fitzpatrick, V, 283 High St.	'94	500
Ellen C. Greene, V, 5 Haverhill St.	'95	500
Isabel F. Robbins, IV, 67 East Haverhill St.	'96	450
Alice E. Gill, IV, 33 Jackson St.	'97	450
Lena A. Nolan, Assistant, Andover	'98	450

## JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut).

Includes all elementary grades above the third, west of Bruce  
Street north of Spicket River.

Michael T. O'Brien, Master, Essex House	'97	\$1,500
H. Frances McDonnell, VIII, North Andover	'96	600
Caroline S. Brady, VII, Methuen	'98	450
Nora A. McNulty, VII, 261 Lawrence St.	'94	550
Matilda C. Lynch, VI, 85 Bradford St.	'95	550
Hannah C. Garvey, VI, 368 Hampshire St.	'86	550
Katherine A. Hynes, VI, Methuen	'97	450
Margaret M. O'Neill, V, 147 Franklin St.	'95	500
Mary L. Cotter, V, 58 Exchange St	'97	450
Theresa A. Lane, IV, 91 Bennington St.	'93	500
Margaret A. Brouder, IV, 139 Arlington St.	'98	450
Catherine F. Flanagan, III, 358 Oak St.	'98	450
Nellie M. Reardon, 44 Manchester St.	'99	400

## EMILY G. WETHERBEE SCHOOL.

Includes all elementary grades above the third year, west of the  
B. & M. R. R. in South Lawrence.

Frank V. Thompson, Master, 170 Salem St.	'97	\$1,400
Hannah E. Coughlan, 173 Salem St.	'98	600
Mary F. Collins, VIII, 55 South Broadway	'93	550
Nellie G. Hayden, VII, Methuen	'97	500
Grace M. Nesbitt, VII, 250 Jackson St.	'98	450
Marietta Shanahan, VI, 279 Salem St.	'88	500
Ida B. Hagar, VI, 11 Tremont St.	'99	400
Grace E. Eastman, V, 44 Summer St.	'98	450
Nora R. O'Neil, V, 102 Jackson St.	'97	450
Lauretta M. McCabe, IV, 17 Margin St.	'99	400
Margaret A. Houston, IV, 258 Broadway	'99	400

### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street).

Includes first three grades west of B. & M. R. R. in South Lawrence.

Julia P. Tompkins, Principal, 13 South St.	'66	\$650
Carrie J. Pingree, III, 259 Andover St.	'81	500
Annie V. Healey, III, 342 South Broadway	'91	500
M. Elizabeth Dowd, III, 155 Salem St.	'92	500
Mollie B. Marsh, II, 106 Blanchard St.	'95	500
Mary H. Callahan, II, 69 Exeter St.	'96	450
Sara A. White, II, 48 Holly St.	'97	450
Jennie M. Quealy, I, 46½ Canal St.	'99	400

### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway).

Margaret G. O'Brien, I, 23 Cross St.	'98	\$450
Josephine A. Kelley, I, 89 Newton St.	'93	450
Nellie S. Stackpole, I, 66 Abbott St.	'95	500
Carrie M. Hobbs, I, Farnham St.	'98	450

### UNION STREET SCHOOL.

Andover Street (corner South Union Street).

Includes first two grades east of Parker Street and Winthrop Avenue in South Lawrence.

Mary A. Kehoe, Principal, II, 8 Tremont St.	'82	\$600
Sarah E. Webster, II, 318 Andover St.	'81	500
Maud Vatter, I, 22 Albion St.	'91	500
Annie A. Toye, I, 240 Andover St.	'93	500
Emma V. Hurst, I, 12 Valley St.	'97	450
Margie C. Connor, I, 144 Bailey St.	'99	400
Mary E. Sullivan, Assistant, 145 Saratoga St.	'99	400
Georgie M. Follansbee, Assistant, 38 Cambridge St.	'99	400

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 ARLINGTON SCHOOL.

Tenney Street.

Includes first four grades north of Spicket River, between Broadway and Saratoga Street.

Sara E. Holt, Principal, 94 Summer St.	'78	\$600
Lola F. Clifford, IV, 115 Spruce St.	'97	450
Bridget A. Halley, IV, 351 Oak St.	'86	500
Helen M. Bean, III, 54 Holly St.	'62	500
Elizabeth F. Conway, III, 115 Park St.	'88	500
Grace F. Conway, II, 1 Tremont St.	'89	500
Mabel E. Hemenway, II, 7 Jackson Ct.	'93	500
Letitia Wilcox, I, North Andover	'96	500
Marie E. Sandiford, I, 76 Trenton St.	'97	450
Katherine W. Murray, Assistant, 16 Highland St.	'98	450
Ellen G. Dunn, Assistant, 87 Cross St.	'94	500
Mary M. Butler, Assistant, 11 Wells St.	'99	400

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## PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets).

Includes first three grades between Jackson and Bennington Streets, north of Spicket River.

Georgia Patterson, Principal, III, 211 Bruce St.	'77	\$550
Elizabeth J. Callahan, II, 117 Oak St.	'83	500
Florence L. Abbott, II, 50 Thorndike St.	'95	500
Helen S. Chubb, I, 109 Berkeley St.	91	500
Margaret G. Kennedy, I, 45 Willow St.	'97	450
Agnes A. Ashe, I, Methuen	'98	450

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## PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street).

Includes first three grades east of Jackson Street and north of Platt Street, beyond the Spicket River.

Mary R. S. Collins, Principal, III, 110 East Haverhill St.	'74	\$550
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Fanny H. Stratton, II, 126 East Haverhill St.	'76	500
Martha J. Sargent, I, 168 East Haverhill St.	'88	500
Elizabeth H. Stannard, I, 118 East Haverhill St.	'85	500
Ethel C. Ramsey, Assistant, 231 Bruce St.	'98	450
Bertha M. C. Bruckman, Assistant, 350 Prospect St.	'98	450
Kathleen Doheny, Assistant, 42 Bradford St.	'98	450

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### STORROW SCHOOL.

Storrow Street (near Storrow Park).

Includes first three grades south of Platt Street and east of Spicket River.

Hattie B. Collins, Principal, III, 110 East Haverhill St.	'78	\$550
Alice Eastham, II, 33 Woodland St.	'93	500
Alice L. Trott, II, 9 Howard St.	'91	500
May B. Mowatt, I, 57 High St.	'95	500
Margaret W. Mowatt, Assistant, 57 High St.	'97	450
Maria T. Cogger, Assistant, 12 Lowell St.	'99	400

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### WALTON SCHOOL.

Methuen Street (corner Newbury Street).

Includes first three grades between Spicket River and Jackson Street, south of Summer Street.

Fanny S. Lee, Principal, I, 31 East Haverhill St.	'59-'78	\$550
Elizabeth T. DeCourcy, III, 203 Haverhill St.	'90	500
Nellie L. Stoddard, I and II, 86 Jackson St.	'77	500
Katherine M. Nolan, I, Andover	'98	450



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### NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

Includes fourth and fifth grades east of Jackson Street to Spicket River.

Nellie E. Smart, V, Principal, 65 Newbury St.	'83	\$600
Vesta E. Shackford, V and IV, 63 Newbury St.	'83	500
E. Mabel Andrews, IV, 30 Summer St.	'95	500
Willa Cragin, III, 159 High St.	'96	450

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### HARRINGTON SCHOOL.

Newbury Street (corner Elm Street).

Includes first three grades between Jackson Street and Spicket River, north of Summer Street.

Susan C. Morrison, Principal, II, 3 Jackson Ct.	'57	\$550
Leslie Dana, III, 7 East Haverhill St.	'76	500
Florence D. Hall, II, 100 Saunders St.	'84	500
Margaret E. Loftus, I, 153 Newbury St.	'93	500

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### AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street).

Includes first three grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.

Ellen M. Dooley, Principal, III, Methuen	'91	\$550
Mary E. Leary, II, 55 Osgood St.	'88	500
Genevieve M. Tierney, I, 223 Hampshire St.	'95	500
Caroline A. Carpenter, I, 17 Rhine St.	'96	450
Mary G. Brogan, Assistant, 203 Oak St.	'97	450

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### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Includes fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.

Emma F. Hutchinson, Principal, V, 126 Franklin St.	'81	\$600
Josephine L. Chase, V, 305 Lowell St.	'82	500
Anna C. Lane, IV, 91 Bennington St.	'95	500
Helen G. Kennedy, III, 74 Centre St.	'96	500

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### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R., south of Spicket River.

Pamelia J. Ladd, Principal, V, 49 Bradford St.	'67	\$600
Nellie A. Mahony, IV, 65 Bradford St.	'89	500
Mattie M. Hatch, IV, 27 Cross St.	'92	500
Mary A. Mahony, III, 65 Bradford St.	'96	450

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### FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street).

Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Cedar Street and Florence Place.

Caroline G. Donovan, Principal, II, 56 Bradford St.	'94	\$550
Edith M. Messer, II, 449 Broadway	'87	500
Margaret L. Shanahan, I, 12 Valley St.	'96	450
Mary A. V. Farley, I, 19 Bennington St.	'96	450

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### RIVERSIDE SCHOOL.

School Street (corner Doyle Street).

Includes first three grades west of M. & L. R. R. and south of Essex Street.

Annie F. McDermott, Principal, II, 460 Lowell St.	'81	\$550
Florence Smith, II, 555 Haverhill St.	'85	500
Grace E. Kingston, II, 58 Bellevue St.	'94	500
Edna B. Russell, I, 335 Broadway	'96	450
Mary T. Cassidy, Assistant, 600 Haverhill St.	'98	450
Helen F. Spring, Assistant, 332 Broadway	'99	400

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### LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street).

Includes first three grades west of M. & L. R. R., north of Essex St., south of Haverhill St. and west of Forest St.

Mary A. Dame, Principal, III, 150 Broadway	'73	\$550
Anne S. Lane, II, 79 Butler St.	'80	500
Elizabeth Stafford, I, 78 Butler St.	'96	450
Anna J. Murray, I, 36 Warren St.	'96	500
Florence E. Griffin, III, 54 Hampshire St.	'78	500
Elizabeth McGregor, 13 Lake St.	'99	400

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### WASHINGTON SCHOOL.

Manchester Street (corner Washington Street).

Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of the M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery.

Katharine G. Flemming, Principal, III, 173 Haverhill St.	'82	\$600
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Elizabeth F. Devlin, III, 15 Cross St.	'86	500
Lizzie M. Crabtree, II, 79 Warren St.	'92	500
Emma H. Kidd, II, 110 Cross St.	'96	450
Ada L. Reardon, I, 41 Mechanic St.	'96	450
Mabel J. Cheney, I, North Andover	'94	500

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### TRAINING SCHOOL.

Oak Street (rear Oliver School).

Includes first five grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.

Leila M. Lamprey, Principal, 277 Haverhill St. \$1,100

#### Assistants.

Ella F. Eastman, 44 Summer St.	'80	\$750
Annie L. O'Connor, 55 Cross St.	'93	700
Emma J. Greenwood, 4 Concord St.	'96	600

#### Sub-teachers.

Room 1.	{	Eleanor F. Sullivan, V, IV, 106 Oak St.
		May Stratton, 69 Garfield St.
		Ella M. Eastman, 316 Prospect St.
		Elsie R. Houston, 216 Broadway.
Room 2.	{	Z. Alice McKenney, IV, III, 160 Parker St.
		Louise A. McGowan, 14 Berkeley St.
		Rachel H. Stannard, 118 East Haverhill St.
		Helena F. Hughes, 222 So. Union St.
		Laura K. Prescott, 690 Haverhill St.
Room 3.	{	Mabel M. Mullen, III, II, 42 Canton St.
		Elizabeth D. Rideout, 332 Broadway.
		Ellen I. McCartin, 50 Warren St.
		Jessie R. Brown, 13 Cedar St.

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Room 4.	{	Mary A. Kennedy, II, 76 Bunker Hill St.
		Annie M. Kennedy, 40 Reservoir St.
		Myra H. Warburton, 26 Crescent St.
		Evelyn Josselyn, 1 Methuen St.
Room 5.	{	Mary F. Deacy, I, 136 Lawrence St.
		Bessie G. Gainey, 1 Kingston St.
Room	{	Helen F. Gainey, I, 1 Kingston St.
		L. Florence Kennedy, 795 Essex St.

#### Normal Graduates.

Alice T. Keefe, Maple Avenue, North Andover Depot.

#### Sub-Juniors.

Grace L. Conlin, 88 Garden St.

May I. Lawlor, 100 Bennington St.

Cora A. Miles, 33 Railroad St.

Daisy E. Stevens, 98 Auburn St.

Mary A. Sullivan, 357 Oak St.

Edith L. Whittemore, 5 Springfield St.

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### DIRECTORS OF MUSIC.

#### High School and Grammar Schools.

William W. Keayes, Melrose, Mass.	'75	\$600
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#### Middle and Primary Schools.

Mary E. Mahoney, 182 Hampshire St.	'99	600
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### DIRECTORS OF DRAWING.

A. W. Scribner, 938 Essex St.	'91	\$1,400
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Eleanor I. Curtis, 182 Hampshire St.	'96	800
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### SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 65 East Haverhill St.	'99	\$1,200
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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.	'86	\$500
Gertrude M. Joyce, 38 Willow St.	'86	500

## EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

Frederic N. Chandler, Principal.

Francis McGowan,	Noelia Dubrule,
Hector L. Bell Isle,	John S. Lynch,
Edward S. Riley,	Perley D. Smith,
Walter O. Jewell,	Augustine X. Dooley,
Susan T. O'Connor,	Margaret Sullivan.

*Drawing.*

A. W. Scribner,	James E. Allen,
	W. D. Rundlett.

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Wesley B. Lindner,	Sadie McKenna,
Z. A. Berthiaume,	Grace Hanrahan,
Edward P. Morton,	Mary Lacallaide,
Fred H. Matthes,	Nonie M. Ahern,
Geo. McLane,	Anna T. Desmond,
Thomas F. Delaney,	Mary A. Linehan,
Mary A. Keleher,	William J. Quigley,
Mary A. O'Brien,	Lizzie Carroll,
William J. Delaney,	Valeda E. Marier,
Harry R. Lawrence,	Katie McKenna,
Matthew Cregg,	Eva Morache,
Frances O'Herlihy,	Ellen M. Quigley.
Julia M. Heffernan,	Margaret Brennan,
Nora T. Murphy,	Corinne Sirois,
George E. Walker,	D. A. Norton,
Joseph H. Hartley,	James H. Clifford.



## ESSEX STREET SCHOOL.

Frederick C. Wainwright, Principal.

Frank O'Connor,	Gertrude McArdell,
Hormidas Girard,	Minnie Kingston.
F. X. Belle Isle.	

## PACKARD SCHOOL.

John F. O'Connell, Principal.

T. H. Vincent,	Annie T. O'Brien,
W. J. Graham,	James W. Sewell.

## TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

Office at High School Building. Hours: 7.45 to 8.30 A. M.; and 11.15 A. M. to 12 M.; and 4 to 5 P. M. Visit out stations each day: John R. Rollins School for Prospect Hill schools; at Packard and Emily G. Wetherbee for south side schools; at Warren street for schools west of railroad; at Cross street for schools east of railroad and west of Amesbury and White streets. All other schools report at office.

## JANITORS.

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Storrow School,	}	Patrick J. Moran, 117 Garden St.
Walton School,		
Newbury Street School,		
Prospect Street School,	}	John Dolan, 121 Elm St.
Harrington School,		
Oak Street School,		
Hampshire Street School,	}	Chas. Sharkey, 47 Chelmsf'd St.
Park Street School,		
Amesbury Street School,		
Essex School,	}	R. G. Newton, 9 Merrimack V'w,
Lowell Street School,	}	William Butler, 32 Warren St.
Warren Street School,		
Riverside School,		
Packard School,	}	John Scannell, 7 Chester St.
Packard School Annex,		
Union Street School,	}	Thos. J. McLaughlin, 234 Union St.
High School,	}	Andrew J. Dunn, 21 Buswell St. Patrick Murley, 283 Elm St.
Oliver School,		
Washington School,	}	John Hayes, 236 Lawrence St.
Arlington School,		
John R. Rollins School,	}	Waldo H. Lesure, 5 Home St.
John K. Tarbox School,	}	John Haggerty, 196 Park St.
Manual Training School,	}	John Mahoney, 171 Oak St.
Emily G. Wetherbee Sc'l,	}	Daniel Donovan, 222 Salem St.
Daniel Saunders School,	}	M. F. Donovan, 446 Andover St.
Daniel Saunders School,		
Annex,		
Cross Street School,	}	R. W. Patterson, 59 Concord St.
Franklin School,		

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CALENDAR.

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The school year consists of two terms of twenty-one (twenty net) weeks each. The first term begins on the first Monday in September and the second term on the first Monday in February.

## SCHOOL SESSIONS.

*High School*—Every week day except Saturday from 8.15 A. M. to 1 P. M.

*Common Schools*—8.30 to 11.15 A. M., and 1.45 to 3.45 P. M.

## HOLIDAYS.

Labor Day, Thanksgiving Day, and the remainder of the week; Washington's Birthday, Nineteenth of April, and Memorial Day.

## RECESSES.

The week inclusive of Christmas Day, and the week in which occurs May 1st.

## VACATIONS.

One week at the close of the first term, and from Saturday next preceding July 4th to the Saturday before the first Monday in September.

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NO SESSION SIGNAL.

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2—2—2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M., or at 6.30 P. M., indicates that the sessions of the schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE

FOR 1900.

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Regular Meetings Last Thursday in Each Month.

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HON. JAMES F. LEONARD, Mayor,	Chairman ex-officio
HON. JOHN BREEN,	Vice Chairman
J. E. BURKE,	Secretary

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## MEMBERS.

	Term Exp.
Ward 1. BENJAMIN P. CHENEY, 1 Logan Street.	1902
OTTO MULLER, 108 East Haverhill Street.	1902
Ward 2. CHARLES A. McCARTHY, M. D., 15 Trenton Street.	1902
WILLIAM J. McCARTHY, 136 Elm Street.	1902
Ward 3. DANIEL F. McCARTHY, 231 Oak Street.	1901
JOHN BREEN, 369 Oak Street.	1901
Ward 4. MAURICE J. MAHONEY, 182 Hampshire Street.	1901
THOMAS TETREAU, M. D., 61 Franklin Street.	1901
Ward 5. GEORGE S. J. HYDE, 620 Haverhill Street.	1900
WILLIAM HENDRY, 17 Essex Avenue.	1900
Ward 6. ZACHARY T. MERRILL, 39 Abbott Street.	1900
MICHAEL J. SULLIVAN, 59 Farnham Street.	1900

## *STANDING COMMITTEES.*

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Advisory and Auditing.—Messrs. Breen, D. F. McCarthy and Hyde.

Music.—Messrs. Mahoney, Hendry and Cheney.

Text Books and Supplies.—Messrs. Hyde, D. F. McCarthy, Mahoney, Merrill, W. J. McCarthy and Cheney.

Private Schools.—Messrs. Tetreau, Hyde and Dr. McCarthy.

Evening Schools and Drawing.—Messrs. Sullivan, D. F. McCarthy, Hendry, Tetreau, Muller and Dr. McCarthy.

High School and Normal Department of Training School.—Messrs. Breen, Hyde, Sullivan, Tetreau, Dr. McCarthy and Cheney.

Grammar Schools.—Messrs. D. F. McCarthy, Mahoney, Hendry, Merrill, Muller and W. J. McCarthy.

Rules.—Messrs. Mahoney, Muller and W. J. McCarthy.

School Houses and Sanitation.—Messrs. Merrill, Sullivan and Dr. McCarthy.

Salaries.—Messrs. Hendry, Breen and Muller.

Manual Training.—Messrs. Breen, Hyde and Sullivan.

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## *MIDDLE AND PRIMARY SCHOOLS.*

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Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Cheney and Muller.

Newbury Street, Harrington and Oak Street Training Schools—Messrs. Dr. McCarthy and W. J. McCarthy.

Park Street, Amesbury Street, Hampshire Street and John K. Tarbox School.—Messrs. D. F. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Tetreau.

Lowell Street, Essex and Riverside Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. Merrill and Sullivan.

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## *SUPERINTENDENT OF SCHOOLS,*

J. E. BURKE.

Office at High School Building. Hours: School Days, 7.45 to 8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P. M. Every Wednesday 7 to 8 P. M.





FIFTY-FOURTH  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE,  
MASSACHUSETTS.



1900

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LAWRENCE, MASS.,  
NEWS PUBLISHING COMPANY 1901.



# SCHOOL COMMITTEE

FOR 1900.

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REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

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HON JAMES F. LEONARD, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
J. E. BURKE,	<i>Secretary</i>

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## MEMBERS.

	Term	Exp.
Ward 1. BENJAMIN P. CHENEY,		1902
1 Logan Street.		
OTTO MULLER,		1902
108 East Haverhill Street.		
Ward 2. CHARLES A. McCARTHY, M. D.,		1902
15 Trenton Street.		
WILLIAM J. McCARTHY,		1902
136 Elm Street.		
Ward 3. DANIEL F. McCARTHY,		1901
231 Oak Street.		
JOHN BREEN,		1901
369 Oak Street.		
Ward 4. MAURICE J. MAHONEY,		1901
182 Hampshire Street.		
THOMAS TETREAU, M. D.,		1901
61 Franklin Street.		
Ward 5. GEORGE S. J. HYDE,		1900
620 Haverhill Street.		
WILLIAM HENDRY,		1900
17 Essex Avenue.		
Ward 6. ZACHARY T. MERRILL,		1900
39 Abbott Street.		
MICHAEL J. SULLIVAN,		1900
59 Farnham Street		

## STANDING COMMITTEES.

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ADVISORY AND AUDITING—Messrs. Breen, D. F. McCarthy and Hyde.

MUSIC—Messrs. Mahoney, Hendry and Cheney.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, D. F. McCarthy, Mahoney, Merrill, W. J. McCarthy and Cheney.

PRIVATE SCHOOLS—Messrs. Dr. Tetreau, Hyde and Dr. McCarthy.

EVENING SCHOOLS AND DRAWING—Messrs. Sullivan, D. F. McCarthy, Hendry, Dr. Tetreau, Muller and Dr. McCarthy.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL  
Messrs. Breen, Hyde, Sullivan, Dr. Tetreau, Dr. McCarthy and Cheney.

GRAMMAR SCHOOLS—Messrs. D. F. McCarthy, Mahoney, Hendry, Merrill, Muller and W. J. McCarthy.

RULES—Messrs. Mahoney, Muller and W. J. McCarthy.

SCHOOL HOUSES AND SANITATION—Messrs. Merrill, Sullivan and Dr. McCarthy.

SALARIES—Messrs. Hendry, Breen and Muller.

MANUAL TRAINING—Messrs. Breen, Hyde and Sullivan.

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## MIDDLE AND PRIMARY SCHOOLS.

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Prospect Street, John R. Rollins, Storow and Walton Schools—  
Messrs. Cheney and Muller.

Newbury Street, Harrington and Oak Street Training Schools—  
Messrs. Dr. McCarthy and W. J. McCarthy.

Park Street, Amesbury Street, Hampshire Street and John K  
Tarbox Schools—Messrs. D. F. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex and Riverside Schools—Messrs. Hyde and  
Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—  
Messrs. Merrill and Sullivan.

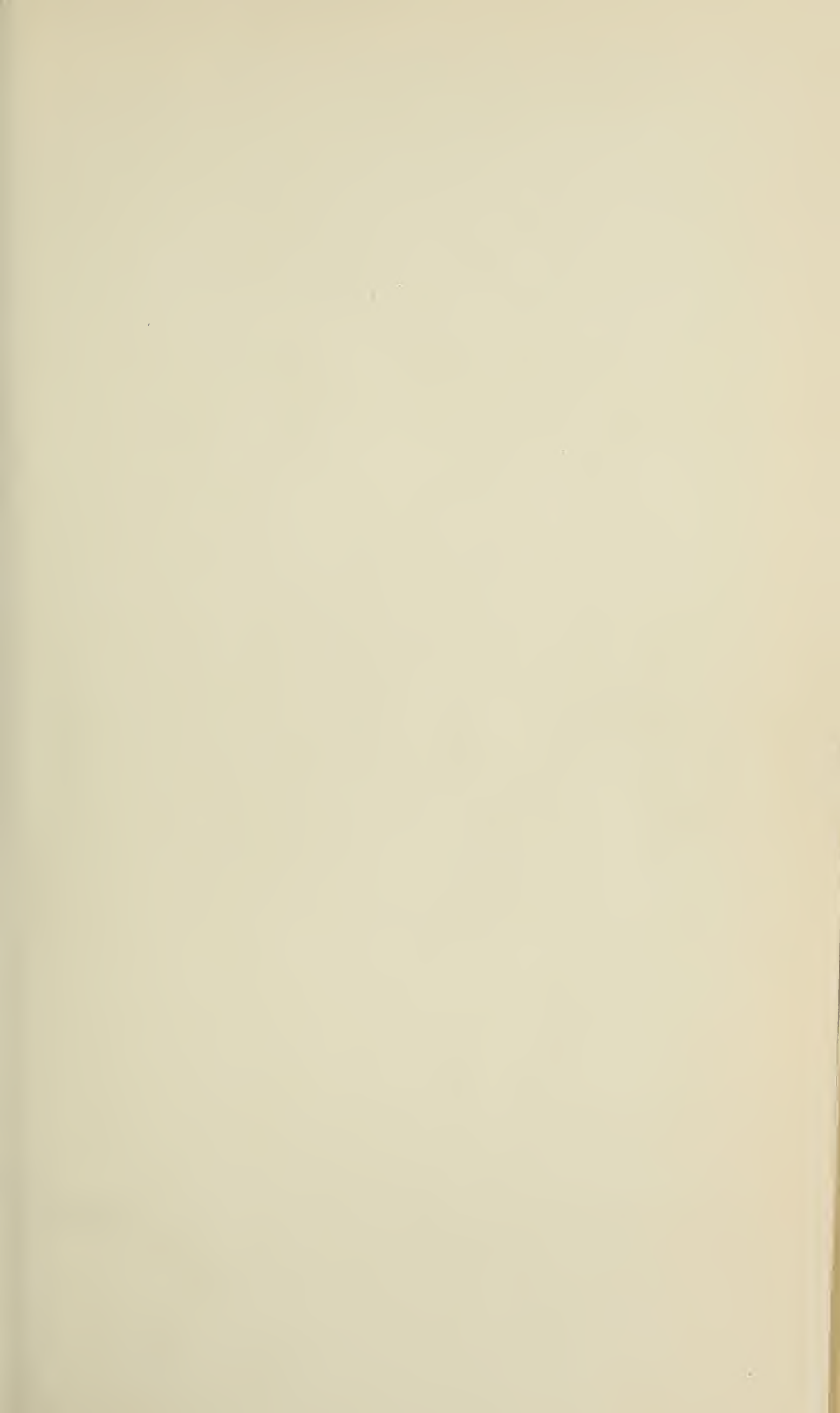
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## SUPERINTENDENT OF SCHOOLS.

J. E. BURKE.

Office at High School Building. Hours: School Days, 7.45 to  
8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P. M. Every  
Wednesday, 7 to 8 P. M.

NOTE.—At the regular meeting of the School Committee held December 27, 1900, it was voted that the Report submitted by the Superintendent be adopted as the Report of the Committee, and that four thousand (4000) copies of the same be published for distribution.



С. ПЕТЕРБУРГ.  
1854 г.





# SUPERINTENDENT'S REPORT.

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LAWRENCE, MASS., DECEMBER 27, 1900.

*To the School Committee of the City of Lawrence:*

GENTLEMEN—I have the honor of submitting to you my seventh annual report of the Public Schools of Lawrence, which forms the Fifty-fourth of the series of annual reports of this department.

## FINANCIAL STATEMENT.

During the year 1898 the school department expended \$167,148.30. The City Council made for the year 1899 an appropriation of \$170,000, of which only \$165,849.39 was expended. For the year 1900 the City Council made precisely the same appropriation for support of schools as for the preceding year, namely \$170,000. Our expenses for the year 1900 are \$171,253.18. Our expenditure for 1900, therefore, exceeds that of 1898 by \$4,104.88 and that of 1899 by \$5,403.79. The item of increase is naturally teachers' salaries. During the year 1899 there was expended for salaries of teachers \$127,998.25. In that year no salaries were raised; the customary regular increases were disallowed. In June of the present year these increases were granted. Moreover, additional teachers were required by the growth in school population. The salaries of teachers, therefore, for the year 1900 amount to \$133,097.32, or \$5,099.07 more than in 1899. The total

rooms were devoted to its use in this building, and the number of pupil teachers was accordingly increased to ten.

From the date of its establishment until its reorganization in 1879, this school was distinctively a practice school. The work was wholly of a practical nature, and there was no attempt whatever to introduce pedagogical or culture studies. Nevertheless the work accomplished by the school was invaluable, and many teachers received therein the rudimentary foundation for their future professional excellencies.

Nine years of experience had proven to the Committee the radical defects in the original scheme of conducting the Training School. The times demanded improved modern methods and larger serviceableness. Accordingly, in 1878, the Committee decided (1) that the best interests of the school required the substitution of a single responsible head for the existing associate principalship. Of this dual government Miss Fanny A. Reed formed a part throughout its entire reign. Associated with her were Louisa J. Faulkner from 1869 to 1873, Lena D. Mallard from 1873 to 1874, and Clara Lear from 1874 to 1879.

The new educational methods then developing in the normal schools of the State had given an impetus to the normal idea. The School Committee, quick to recognize the value of normal instruction, decided further (2) to introduce into the Training School in conjunction with the practice work a thorough study of the best existing normal methods. In pursuance of this two-fold purpose the School Committee in 1879 elected as principal of the Training School, upon the recommendation of Secretary Dickinson, Miss Lilly P. Shepard, a graduate of the West-

field Normal School and a teacher of experience in the Training School of Springfield. A complete reorganization of the school was effected, and the course of study for pupil teachers was lengthened to a year and a half.

The Rules of the Training School, adopted by the Committee in 1879, contain the following provisions:

"There shall be two examinations of candidates for the Training School each year, one during the Summer and one during the Winter vacation.

"These examinations shall be open to all ladies who are not less than seventeen years of age. From those who pass a satisfactory examination there shall be selected according to their rank (if health will permit), as many candidates as are required.

"The course of instruction in the training department shall continue for three terms. The first term shall be called the trial term, during which the candidates shall serve without compensation.

"Before the close of this term, the Principal of the Training School and the Superintendent, shall give to the sub-committee on the Training School, upon blanks prepared for that purpose, their judgment of each candidate, as to her fitness for the work and probable success as a teacher. From those who receive their approval shall be selected by the sub-committee, according to their rank, as many as are required, and their names presented to the Board for election as teachers in the Training School.

"Before the close of the second term the Principal of the Training School and the Superintendent shall report to the committee in regard to each teacher in the same manner as before. And if there are any whose work during the term has not been satisfactory, and who do not promise success in the future, their names shall be presented to the Board, and they shall be dropped, and their places filled from the corps of teachers, or from the successful candidates.

"To those who complete the course in the Training School the committee will give a certificate stating the fact.

"Candidates must distinctly understand that the committee will not come under any obligation to furnish employment in our schools to any of the graduates."

This plan for reorganization is still further amplified in the report of the School Committee for the year 1880:

"There is a Principal and an Assistant Principal, upon whom devolve the two-fold responsibility of carrying on a school of about three hundred pupils, occupying six rooms, including six Primary and four Intermediate grades, with a five years' course of study—and of giving to the pupil teachers one year's course of study in normal training, and a year and a half of actual teaching under their direction. There are eighteen sub-teachers, in three classes of six each, a senior or third term class, each member of which having completed the course of study, has charge of a room the entire term; a middle or second term class, and a junior or first term class. The members of the middle and junior classes divide their time between study and recitation in the normal class, and assisting the seniors in teaching. The whole course as indicated above, occupies one and one-half years, or three terms, as the school year is now divided.

"The object of the school is to fit teachers for the work of organizing, governing and teaching in the public schools.

"This work recognizes the necessity of a thorough knowledge, first, of the laws of growth or development of the mind; second, of the subjects required to be taught; and third, of the best methods of teaching.

"The subjects are taught on the topical plan, text-books being used as reference books. Teaching exercises by the Principal and the sub-teachers, form a large part of the class work. Throughout the course, written abstracts of lessons and written criticisms are required.

"The efforts and attainments of pupils in the normal class, and their success in actual teaching, will constitute the data upon which the Principal will make her term report to the School Committee as required by the rules of the school.

"The subjects upon which candidates for admission to the school are examined, are arithmetic, language, history, geography, physiology, music, drawing, reading and spelling."

Miss Shepard served as principal of the school until 1893. Her assistant principal at first was Miss Lear, who had been an associate principal under the old regime. Miss Lear remained only until the close of the year 1879, and was succeeded by Clara T. Wing, who resigned in 1883. Then followed Janet G. Hutchins from 1883 to 1887, and Lelia M. Lamprey from 1887 to 1893. Upon the resignation of Miss Shepard, Miss Lamprey was chosen principal, and Ella F. Eastman was elected as her assistant. In 1894, an additional assistant was required and Annie L. O'Connor was appointed to the position. In order to meet the demand for richer and more intense preparation, the course in the Training School was in 1896 increased from a year and a half to two years in length. This change called for still another assistant and accordingly Emma J. Greenwood was selected.

In this year also the School Committee adopted a rule requiring graduates of State Normal Schools, who lack experience as teachers, to practice in our Training School, for a term of twenty weeks before becoming eligible for assignments in our schools.

#### THE PRESENT.

The management of the Normal Training School comprises at the present time Miss Lamprey, principal; with



Misses Eastman, O'Connor and Greenwood, assistants. The character of the work is the highest possible, considering the difficulties and inconveniences under which teachers and pupils are laboring. The normal work is indicated in the following course of study:

SUB-JUNIOR CLASS.

Methods in Reading and Phonics, Spelling, Number and Arithmetic, Primary Geography, Penmanship, Drawing.

SUB-JUNIOR AND JUNIOR CLASSES UNITED.

*(First Term.)*

Methods in Geography, Physiology and Hygiene.

Nature Work (Fall work in Plants. Animal lessons.)

Principles of Teaching.

*(Second Term.)*

Methods in Nature Work (Spring work in Plants. Mineral lessons.)

Psychology applied to Teaching.

School Management.

History of Education.

School Laws of Massachusetts.

SUB-JUNIOR AND MIDDLE CLASSES UNITED.

Methods in History—First term, United States History; second term, Old World Civilizations, Government.

SUB-JUNIOR, JUNIOR, MIDDLE CLASSES UNITED.

Music. Methods in Language and Grammar.

The following is a brief outline of the combined practical and theoretical work: The first term of twenty weeks is spent in the study of methods and in observation



of lesson given to the children by critic teachers. During the second term each pupil teacher takes charge of a small class in one of the first three grades, and is responsible for its discipline and advancement while it is under her care. She also attends normal lessons. During the third term, the pupil teacher assumes control of a small class in a higher grade and does some work in general exercises. It is from this, the middle class, that substitutes are taken to supply the temporary vacancies in the regular teaching force of the city. In the last term, each young lady has charge of a room, and here gains experience in school management, etc. Throughout the entire course, teaching and discipline are closely observed by the critic teachers who give daily suggestions and model lessons.

During the twenty years since the reorganization of the Training School, many important innovations have been wrought in school curricula, in methods of study, in discipline and in general school management. In the meantime, it has been the policy of the administration of the Training School to conform to changing conditions, to remain responsive to the wisest and best educational thought and to appropriate whatever seemed pedagogically sound.

But while these spiritual forces have been moving onward, the material facilities of the school have remained unaltered and unmoved. Though the number of pupil teachers has increased from eighteen in 1880 to thirty-three in 1900, the school building and its equipment, the number of rooms, the inadequate accommodations for study, the imperfect arrangements for old lines of work and the lack of adjustment to the new—all have continued

unchanged. In material respects we are just where we started a score of years ago.

The further continuance of the Training School under the present arrangements would be a decided detriment to our entire school system. For we cannot progress as we are. We have come to the parting of the ways. Three paths are open to us, namely, (1) the discontinuance of the Training School and the selection of future teachers from the graduates of State Normal Schools; (2) the retention of the school and the extension or enlargement of our plant and its facilities; or (3) the consolidation of our Training School with the Lowell Normal School, combining systematically the theoretical work in the latter with the practical work of the former. It would seem advisable to discuss briefly the three avenues of choice that are presented, as we contemplate the

#### FUTURE OF THE NORMAL TRAINING SCHOOL.

##### *1. Discontinuance.*

A local Training School has its many advantages. It is strong on its practical side; it excels all other institutions in the practice work assigned to its pupil-teachers. Being local, it affords school authorities an easy opportunity to inspect the class-room work of future candidates, to measure their abilities and possibilities, and to act more intelligently in the selection and appointment of teachers. It acquaints the prospective teacher with local courses of study and with the social environment of pupils. The young and untried girl is brought into contact with the life of the community from the standpoint of the teacher, before she assumes full responsibility in that capacity.

There is less loss of effort, less likelihood of mistakes, and less probability of a failure on the part of a teacher whose normal work has been supplanted by a liberal amount of local practical training. I believe it would be very unwise to abandon the practice work of our Training School.

### *2. Extension.*

If the Committee decides to continue the school in its present arrangement, retaining both its normal and practice features, then radical changes and improvements must be instituted. We cannot rest content with the inadequate facilities of twenty years ago and expect to keep pace with educational progress.

A more commodious building must be provided, equipped with such apparatus and supplied with such conveniences as will enable a large number of pupil-teachers to work intelligently and advantageously. No niggardly policy can be pursued in meeting the ever-increasing demands of a school whose important function it is to educate and train the future teachers of the city. It is obvious that the equipment and maintenance of such a school involve a large expenditure of public moneys, perhaps more than our citizens, with all their generosity, are quite willing to sustain.

### *3. Consolidation.*

At our very gates is a new Normal School building, beautiful and imposing architecturally, and provided with every convenience that can be bestowed by a State rich in its love for popular education. Its instructors are expert and experienced, having been selected for their various

departments because of their special fitness. Their efforts are re-enforced by the best of apparatus, laboratories and devices for demonstration or experiment. Under such favorable circumstances, the normal work must of necessity be incomparably superior to that of a City Training School. There is infinitely greater opportunity for physical development, intellectual growth and general culture.

A serious objection to any local Training School is its provincialism, the perpetuation of a vicious circle system. The inbreeding process goes on indefinitely; the infusion of new blood is checked. Our teachers need larger horizons of vision, broader and deeper sympathies, contact with the loftiest ideas and ideals in recognized centres of educational thought. And the people can and should insist upon making the State Normal Schools just such centres.

We yield to the State Normal School pre-eminence in so-called normal and culture studies. But the Normal School has its limitations. It is weakest where the local Training School is strongest—in profitable practice work. Unquestionably the ideal condition would be the harmonious union of the two systems. If the School Committee of Lawrence should arrange with the State Board of Education to incorporate our local Training School with the Lowell Normal School system, whereby our Lawrence girls could complete their theoretical work at the State Normal School and their practice work in our Training School, I believe that lasting and inestimable benefits would result. Our local institution would thus be relieved of its burdensome theoretical instruction, and could be devoted the more effectively to its own peculiar specialty—training in

practical class-room work. Legislation has anticipated the desire for such consolidation on the part of towns and cities situated as Lawrence is. Chapter 457 of the Public Statutes of Massachusetts for the year 1894, which provides for the establishment of five new State Normal Schools, reads as follows:

"Section 6. Upon the request of any town or city in the vicinity of said new Normal Schools, the State Board of Education may, in its discretion, make an agreement in writing with such town or city for the maintenance of practice schools therein in connection with said Normal Schools, and may provide for the payment of such portion of the compensation of the supervising teachers employed in said practice schools as they may deem just and equitable.

"Sect. 7. The towns and cities in which the additional State Normal Schools provided for by this Act shall be established, and any town or city in which practice schools may be established under the provisions of Section 6 of this Act, are hereby authorized to carry out the agreements herein provided for."

I believe that here is presented to us an avenue of rich possibilities, the path which we should pursue. I, therefore, respectfully recommend to the School Committee the advisability of arranging with the State Board of Education for the consolidation of these two schools, in such a manner that Lawrence girls may attend the Lowell Normal School a year and a half for their theoretical studies and complete their course by a half year of practice in our local Training School, thereby becoming regular graduates of the two years' course of the Lowell Normal School. And I have every reason to believe that the State Board of Education would receive any such sugges-



tion in all heartiness and with a readiness of co-operation.

NOTE.—In the Appendix to this report will be found the names of the graduates of our Normal Training School from the date of its establishment to the present time.

### MEDICAL INSPECTION OF SCHOOLS.

The following table shows the number of cases of contagious diseases reported to the school authorities by the Board of Health during the years from 1897 to 1900 inclusive:

Years	Diphtheria	Scarlet Fever	Measles	Total
1897	130	266	176	572
1898	199	164	420	783
1899	321	149	754	1224
1900	200	88	214	502

It is gratifying to be able to present so favorable a report for the year that is now at a close. The comparatively few cases of contagious diseases among children is indicative of the general healthfulness of our community. We are at present fortunately free from both endemics and epidemics. And while we are in the enjoyment of this healthful condition, undisturbed by alarm or apprehension, it seems an opportune time to consider dispassion-



ately the hygienic necessities of our schools.

The health of our children is paramount. Parents and children are justified in demanding truly hygienic school surroundings. It is the function of school authorities to guard such surroundings; also to provide for the detection of diseases, and prevent, so far as possible, the spread of contagion.

We are in active and hearty co-operation with the officers of our local Board of Health. Whenever a case of contagious disease is reported to them, they forthwith communicate with us. Thereupon, we immediately notify the principals of the buildings in the district from which the disease is reported, and the principals in turn exclude from school all children of the family afflicted and all children of other families who are in any way exposed. All such children are forbidden re-entrance to school until they present a permit regularly signed by the Clerk of the Board of Health. Moreover, we rigidly enforce the statutory requirements concerning the vaccination of children.

In all matters pertaining to the health of pupils, our teachers are careful and vigilant; and whenever obliged to act, within the limit of their discretion, in cases of emergency or in instances of doubt or suspicion they invariably exercise commendable judgment. But however faithful and painstaking they may be, it is obvious that our teachers are unprepared for the responsibility of detecting symptoms of disease or of providing against the dissemination of contagion. The only reliable safeguard for reducing disease and contagion to a minimum is the employment by the School Committee of one or more duly accredited physicians, whose duty it shall be to regularly

and systematically visit the schools of the city, confer with teachers, examine children suspected of illness, and make appropriate suggestions to principals concerning the proper care or disposition of pupils found ailing. They should be empowered, moreover, whenever they deem it necessary, to dismiss the child from school with advice to the parents to consult the family physician. Of course, the general medical profession should be protected and the rights of the family rendered inviolate. Therefore, "the inspector should be forbidden the privilege of treating any case at the school, to solicit the child or the child's family to become a member of his private *clientile*, or to suggest or outline any treatment in response to the appeals of child, parent, or guardian, made upon the school premises."

As an example of the efficiency of an inspection service I quote the following:

"Numerous instances have come under our observation when a child has been found in school suffering from an infectious disease, by the Medical Inspector of Schools, and sent home; this case has been followed in due time by other cases in children whose only discoverable exposure was that which occurred in the school room. Fresh evidence of such exposure and of its effect has been brought to my attention within a few weeks, occurring in the service of Dr. Arnold, one of our school inspectors. An epidemic of diphtheria occurred in a primary school in which there were 40 pupils, 14 of whom were attacked with diphtheria within a period of 18 days, all from one room. Of the 14 cases 7 were discovered by the school inspector and 3 of these only by cultures. All suspicious cases were dismissed from school May 5, and recommended to the care of their family physicians. The next morning every pupil was exam-

ined and many cultures were taken. The class was then dismissed from Thursday to the following Monday, the room disinfected and cleaned up. For 10 days after their return the throat of every pupil was examined by the medical inspector when they first assembled in the morning, and no pupil who had been absent with any suspicious symptoms was allowed to return until it was proved by a negative culture that there could be no danger. As a result of these measures not a single case of diphtheria resulted beyond those known to have been infected at the time the epidemic was discovered. A similar experience with scarlet fever occurred in the service of the same school inspector within two weeks, in which 11 cases resulted from the presence in school of one pupil whose illness had been attributed to German measles.”—(Durgin: Transactions Massachusetts Medical Society, 1897.)

Dr. Sharpe in a contribution to the subject of “Municipal Medical Inspection of Schools,” in the Philadelphia Medical Journal of April 29, 1899, enumerates the following practical results of such a plan of inspection: (1) Early detection of sickness in its varied forms; (2) an earlier institution of treatment in diseased conditions; (3) a checking of disease in the acute and sub-acute stages; (4) a diminution of chronic affections; (5) a diminished number of days of absence from school; (6) the limitation, if not actual destruction, of endemics and epidemics; (7) improved health standard of schools; (8) improved scholastic attainment of schools.”

I present the above reflections for the consideration of the School Committee with the recommendation that one or more medical inspectors be appointed for the schools of our city.

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## PROPOSED COURSE OF STUDY FOR THE HIGH SCHOOL.

The subject of High School electives is commanding considerable attention. There are those who advocate an almost illimitable number of studies in the curriculum and absolute freedom of choice by the individual pupil. I intend no exhaustive discussion of this subject, but a few reflections may not be impertinent.

To allow the young pupil entering the High School absolute freedom in the choice of studies—when from the very nature of the child such choice would be whimsical and capricious—appears to me a proposition fraught with dangerous and evil consequences. To place the responsibility of choice upon parents who in many instances are confessedly incompetent to make selection, or upon High School teachers who are wholly unacquainted with the pupil's habits of thought or action, seems to me the height of folly and injustice.

It is urged, and wisely, too, that the studies pursued by the child should equip him especially for his life's work. I believe in such adaptation of means to ends, everywhere, at every stage, in every system of instruction. But where is the prophet to forecast the life's work of a child fourteen years of age? I question the ability—yes, I challenge the right,—of anyone, parent or otherwise, to pre-determine the character of the life's work or the sphere of serviceableness of such a child. Such a prescription would be unnatural, unjust and un-American.

Much is said of the *dominant* interests of the child, and these in truth should be respected. But there are also *dormant* interests and *dormant* powers which await

awakening and stimulating. And it is the obvious duty of the school to discover these hidden springs and latent potentialities, using as divining rods the different branches of the course of study. A child who dislikes arithmetic may take to algebra or geometry with avidity; a pupil who detests technical English grammar may become a lover of an ancient or a modern language and its literature. But how are teachers, and parents and pupils to detect these unknown interests and capabilities unless the test has been made by introducing the child to these various subjects, sometimes contrary to his expressed choice.

I believe in symmetrical development, in the sending of the whole child to school. I believe that during the first two years of the High School course little freedom of choice should be permitted; that in the meantime the pupil should be led cautiously and wisely along the great thoroughfares of research and thought, and gain some acquaintance with those five co-ordinating groups of studies for which Dr. Harris pleads so eloquently. And in the pursuit of these groups of studies—mathematics, sciences, arts and literatures, languages, and histories—which the experience of years has proven so substantial and fundamental, the pupil is making the best possible preparation for any career of usefulness. His mental horizon is expanding; his views of life become larger and broader; in his social relations later on he will be magnanimous and tolerant and just. After two years of study a new thought seizes him—he would like to go to college; and he rejoices that he need not retrace his steps. His studies all the time have been preparatory for college as well as for any other sphere of activity.



At the beginning of the third year conditions are somewhat changed. The end of the High School course is in sight, and the pupil begins to look beyond. From the two years of association with fellow-students, from the suggestions of teachers and the advice of parents, the pupil begins to make an estimate of himself and of his endowments, and to formulate with some degree of definiteness his plans for the future. At this point, therefore, wisdom would seem to dictate the introduction, within reasonable limits, of elective studies to meet individual requirements and inclinations. But extreme watchfulness must be constantly exercised, in order to prevent the dissipation of the energies of both pupils and teachers.

In these reflections I have disregarded the demands of the pupil who is unmistakably abnormal. Special considerations, which no general outline of work can contemplate, must always be accorded to him.

The proposed course of study for the High School embodies these views concerning electivism. But apart therefrom it contains many points of excellence which are commended to the judgment of the Committee. I subjoin the following report of Mr. Horne, master of the High School, by whom the new course of study has been thoughtfully prepared:

"By way of preface to this report it may not be inappropriate for me to assure you that the faculty of the Lawrence High School are keenly appreciative of the generous attitude of this community towards the highest department of its public school system. They know the financial burden that has been assumed. They understand the public spirit and the parental solicitude and devotion that prompted the assumption of that burden. They clearly recog-



nize the fact that in regard to the performance of their duties, larger demands upon them may most properly be made by those who have assumed this burden, because of the increased facilities to be placed at the school's disposal. They hope and propose to meet those demands with an earnestness and an efficiency that will satisfy.

"The faculty of the Lawrence High School are proud of that institution. They are proud of the position it holds among the secondary schools of the Commonwealth, and they believe that this feeling of pride is shared by the citizens of this community.

"None know so well as the members of that faculty the unfavorable and, at times, the almost discouraging conditions under which the work of the school has been carried on; and the enthusiasm with which they have been and are now forming their plans to make their future efforts equal the splendid facilities soon to be at their command, might well elicit a smile of approval from the most exacting patron of the school. Prominent among these plans has been the preparation of a curriculum that shall be abreast with the most advanced educational thought in the field of secondary education. To this end, faculty meetings have been held, recognized authorities have been consulted, and reports on secondary education have been carefully read and digested.

"In preparing a course of study, among other considerations must be the size of the school—a school with a large enrollment demands a broader and richer course of study that the greater number of individual tendencies and aspirations may be met more completely. The size of the faculty, too, must be regarded—a proportionately large faculty permits the introduction of a greater variety of subjects. The calibre of the faculty has a most determining influence—a teaching force made up of scholarly and liberally trained men and women possesses a culture, a flexibility, and a scope that are imperatively essential to any first class secondary school. Facilities and equipment are of the utmost importance,

for without these, ample in kind and in quality, it is difficult, indeed, if not impossible, to reach the highest standards of work, especially in the laboratory departments.

"Then, too, the character of the community in which the school is situated must be regarded. A community which sends a large proportion of its high school students to the colleges, naturally demands that a correspondingly large proportion of the school's effort shall be along those special lines of work which the colleges prescribe as their entrance requirements. The importance of the college preparatory work in any school cannot be over estimated. Always its influence is to raise in every department the standard of application and scholarship. Yet in a community like our own where so many end their school life with graduation from the high school, that institution must be emphatically regarded as "the people's college." There the student should find every facility and opportunity for the broadest and deepest culture obtainable in the time at his disposal. This alone makes the recognition of elective courses in secondary school work no longer a controversial subject.

"All students do not acquire with equal ease; nor do all students handle all subjects with equal facility; hence, while the average student must be the base of reckoning in laying out any course of study, the interest of the individual student must not be overlooked. An amount of work that can be successfully accomplished in an allotted time by the average student should be made the minimum requirement. Students intellectually slow, or who are in poor health, or upon whose time out of school are made unavoidable demands, should be advised to attempt at any given time only such an amount of work as is adapted to their condition. On the other hand it is the duty of the secondary school to discover the more gifted students and to furnish them with every opportunity of making their high school course as rich and full of profit to them as may be without the risk of over-pressure and consequent injury to health.

"When students have satisfactorily completed a prescribed amount of work, whether four or more years be required in so doing, the diploma may be given; but, it seems wise that in these diplomas special recognition should be given to work of higher excellence and greater quantity.

"Therefore it is suggested that an amount of work equivalent to fifteen recitations a week exclusive of music and drawing, for a period of four years be made the minimum requirement for which the school authorities shall award the high school diploma; that the subject of English be required every year of all students seeking a diploma; that all other subjects be made elective conditional upon the advice and consent of the principal of the school; that in any given year, at least one of the subjects elected shall be among those subjects especially assigned to that year; and that no student be allowed to elect a subject in advance of his year unless he has already completed a subject of which it is the prescribed consequent.

"The curriculum herewith submitted is believed by the faculty to be in accord with the soundest educational views of the day:

#### COURSE OF STUDY FOR THE LAWRENCE HIGH SCHOOL.

##### (First Year.)

##### Prescribed.

1. English 1.

Music.

##### Elective.

##### *Group A.*

Ancient Language.

2. Latin 1.

3. Mathematics 1.

Geometry and Algebra.

*Group B.*

4. History 1.  
Ancient History.
5. Natural Science 1.  
Physical Geography.
6. Manual Training 1.  
Shopwork and Drawing.

*Group C.*

7. Drawing 1.  
Freehand.  
Mechanical.

(Second Year.)

Prescribed.

8. English 2.  
Music.

Elective.

*Group A.*

Ancient Languages.

9. Latin 2. (2)

10. Greek 1. (2)

Modern Languages.

11. French 1.
12. German 1.

13. Mathematics 2. (3)  
Geometry and Algebra.

*Group B.*

14. History 2.  
Mediaeval and Modern.
15. Natural Science 2.  
Zoology and Physiology.
16. Manual Training 2. (6)  
Shopwork and Drawing.

*Group C.*

- (7)  
 17. Drawing 2.  
     Freehand.  
     Mechanical.

(Third Year.)

## Prescribed.

18. English 3.  
 19. English 4—to be taken instead of English 3 and in  
     connection with 26 History 4 by students pre-  
     paring for college or for a technical school.

## Music.

## Elective.

## Ancient Languages.

- (9)  
 20. Latin 3.  
     (10)

21. Greek 2.

## Modern Languages.

- (11)  
 22. French 2.  
     (12)  
 23. German 2.

- (13)  
 24. Mathematics 3.

## Geometry and Algebra.

25. History 3.  
     History of England.

26. History 4—Greece and Rome—to be taken in con-  
     nection with English 4 by students preparing  
     for college or for a technical school.

27. Natural Science 3.

## Botany.

## Physical Science.

- (13)
28. Physics 1.
29. Book-keeping.
- (16)
30. Manual Training 3.  
Shopwork and Drawing.
- (17)
31. Drawing.  
Freehand.  
Mechanical.

(Fourth Year.)

Prescribed.

32. English 5—consecutive upon English 3.
33. English 6—to be taken instead of English 5 by students preparing for college or for a technical school.

Music.

Rhetoricals.

Elective.

Ancient Languages.

- (20)
34. Latin 4.

- (21.
35. Greek 3.

Modern Languages.

- (22)
36. French 3.

- (23)
37. German 3.

38. History 5.

American History.

Civil Government, Political Economy.

39. Natural Science 4.

(13)

Astronomy.



## Physical Science.

- (13)  
 40. Physics 2—open only to students preparing for Harvard.
- (28)  
 41. Chemistry.
- (24)  
 42. Mathematics 4.  
 Advanced Algebra, Solid Geometry, and (in the near future) Trigonometry.
43. Stenography and Typewriting.
44. Reviews—to be taken by girls preparing to take the Training School examinations.
- (30)  
 45. Manual Training 4.  
 Shopwork and Drawing.
- (31)  
 46. Drawing.  
 Freehand.  
 Mechanical.

## EXPLANATIONS.

The figure to the left of a subject is the reference number of that subject; thus, subject 10 is Greek 1.

The figures in parentheses to the right of a subject and above it means that the subject having that reference number must have preceded the subject under consideration; thus, 28 Physics 1 (13) means that this subject is open only to pupils who have satisfactorily completed subject 13, which is Mathematics 2.

It will be within the discretion of the Principal whether or not to offer any subject chosen in any year by a less number of students than 25 in the first year, 20 in the second year, 15 in the third year, and 10 in the fourth year.

In the electives of the first year, every pupil must take at

least one of the subjects in Group A.

In the electives of the second year, every pupil must take at least one of the subjects in Group A.

Music and Drawing come once a week.

All other subjects come five times a week with the following exception: Students taking Manual Training will have but four recitations a week in each of their three academic studies.

In every case, the choice of electives must receive the approval of the Principal.

When a student has satisfactorily completed at least twelve subjects, and has been a regular member of the school for at least four years, he shall be awarded a diploma.

Beginning with the class that will enter the school in 1901, a student satisfactorily completing within the four years at least three subjects additional to the twelve required shall receive with his diploma an honorable mention with special recognition as a laudable student.

Any student failing to perform his work in any subject in a satisfactory manner will not be allowed to continue that subject.

#### SUGGESTIONS.

Students wishing to prepare for college in four years are advised to take the following subjects:

First year, subjects 1, 2, 3 and 4.

Second year, subjects 8, 9, 10 or 12, and 13.

Third year, subjects 19, 11, 20, 21 or 23, and 26.

Fourth year, subjects 33, 24, 34, 35 or 37, and 22 or 40.

Only students in good health and of more than average ability are advised to attempt the four years' basis of preparation for college. All others wishing to prepare for college are advised to give five years to their preparation, as follows:

First year, subjects 1, 2 and 4.

Second year, subjects 3, 8 and 9.

Third year, subjects 10 or 12, 13, 19 and 26.

Fourth year, subjects 11, 20, 21 or 23, and 33.

Fifth year, subjects 24, 34, 35 or 37, and 22 or 40.

Students wishing to prepare for the Massachusetts Institute of Technology are advised to take the following subjects:

First year, subjects 1, 2, 3, 4 and 7 (Mechanical.)

Second year, subjects 8, 9, 13, 14 and 17 (Mechanical.)

Third year, subjects 19, 24, 11, 26, 28 and 31 (Mechanical.)

Fourth year, subjects 33, 42, 41, 22 and 46 (Mechanical.)

Students wishing to prepare for a State Normal School are advised to take the following subjects:

First year, subjects 1, 2, 3 and 5.

Second year, subjects 8, 9, 13 and 15.

Third year, subjects 19, 11 or 12, 25, 26 and 27.

Fourth year, subjects 33, 28, 22 or 23, and 38.

Students intending to take the Lawrence Training School examinations are advised to take the same course as students preparing for a State Normal School, and, in their fourth year, to take either as an extra, or in place of 22 or 23, subject 44."

## NEW BUILDINGS.

### THE NEW HIGH SCHOOL.

The High School building is well-nigh completed and will soon be ready for occupancy. It will be admirably furnished throughout by the Commission from the appropriation originally made for the construction of the building. There still remains, however, the equipment of the laboratories,—botanical, zoological, physical and chemical,—and to make adequate provision in this particular will become the province of the School Committee. I am informed by the teachers of the sciences in the High School that the cost of suitable apparatus and supplies in their various apartments will approximate \$3500. It will

require about \$500 additional to purchase needed supplies for the new drawing room.

Then a new library must be purchased. An argument for such a cause would be wholly superfluous. A library well stocked with the latest editions of reference books, guides and aids in the different branches of study, is absolutely indispensable. In the opinion of the principal of the school, who has made a thoughtful survey of the situation, a moderate estimate of the expense thus involved would be about \$5000. I, therefore, recommend to the School Committee the advisability of requesting from the City Council a special appropriation of nine thousand dollars for the new High School (\$4000 for the equipment of the laboratories and drawing room, and \$5000 for the purchase of a library.)

#### THE NEW WARD FIVE SCHOOL.

During the latter part of June, the construction of the new Ward Five School building was begun, and work upon it is now progressing with reasonable rapidity. The following description is kindly furnished by the architect, Mr. W. P. Regan, of this city:

"The new building in process of erection on Ames Street between Olive and Byron Avenues, will be exceptionally beautiful from an architectural point of view, and will be provided with all modern improvements.

"The structure will be of face brick laid in red mortar. The trimmings will be of granite, moulded brick and ornamental terracotta. Each material is so designed and arranged as to produce a harmonious effect. The roof will be covered with black slate. The building will be two finished stories in height above the basement.

The basement will contain the heating and ventilating apparatus, two principal lavatories and two separate play rooms. The first floor will contain six class rooms, each 31 feet 8 inches by 27 feet 7 inches, all having separate dressing rooms for boys and girls. It will also contain a library, a principal's and a teachers' room, each with separate lavatories, a store room and an emergency room. The second floor will have six class rooms of same size and with same conveniences as the floor below. The assembly hall, 77 by 62 feet, is also located on this floor. The ceiling of this hall is cut into fifteen panels by means of heavy moulded beams, the soffits of which are finished with sunk panels and raised mouldings. At the intersection of these beams is a richly carved pendant. The decorative scheme of the architect is that the hall be finished in the softest tints and most delicate color effects. A chandelier hangs from each of the hall ceiling pendants. The building will be piped for gas and wired for electric lights. A specification calling for the latest improvements in wiring, switching, and speaking-tube system of communication has been adopted. All rooms will be lighted on scientific principles. Each class room will be surrounded with a slate board, left in its natural dull purple tint. In the system of ventilation positive mechanical measures have been adopted to induce flues and ducts to carry the air in its proper direction and with regularity. The interior construction and arrangement of the first floor is such that the building can be shut off into three sections by the closing of fire proof doors which slide in brick walls, thus preventing a spread of fire. The inside wood finish of the building will be North Carolina pine. All inside woodwork will be finished natural, thus leaving to view the pretty grain of the wood. There are five entrances—one in front, one on each side and two in the rear. The centre of the building is flanked with a tower 127 feet high, and having a frontage of 18 feet 4 in. The front entrance is through this tower. The tower provides for a bell weighing 4500 pounds, for an illuminated clock with a 9



foot dial, and is crowned with a copper dome. The first and second stories are divided by a moulded granite belt. All the exterior corners are ornamented with a pilaster which rests on a granite base and terminates in a terra cotta cap. The building will set in fifty feet from the street. The grade from the sidewalk to the building will be five feet in fifty."

#### A MUCH-NEEDED NEW SCHOOL.

During the past three years in my annual reports to the School Committee, I have discussed the demands for increased school accommodations across the Spicket river and have urged the immediate necessity of erecting a substantial building at some central point in that section. All that I have previously said, and I have quite exhausted the subject, I reiterate now with still greater emphasis. Upon the opening of the Fall term, as we had anticipated, it became incumbent upon the School Committee to secure temporary accommodations for overflow classes from the Arlington and Prospect Street Schools. After considerable delay, arrangements were made in the vestry of the St. Paul's Methodist Church for the children who were unable to attend the Arlington School, and at the German School on Berkeley Street for the children likewise excluded from the Prospect Street School.. There are in attendance in these temporary quarters today 180 pupils. The other schools in this section have been in no sense relieved. They are all overcrowded. We are obliged to keep little children in the hallway of one school building, and in the dressing rooms of another.

The cry for relief is loud. It comes from children whose days in school must of necessity be altogether too few. Their petition is one of simple justice; it would be



criminal to disregard it longer. Let us hope that prompt action may be taken and a suitable school building be provided soon.

## THE SCHOOLS IN GENERAL.

### HIGH SCHOOL.

The twelfth annual contest by the senior class in the High School for the Valpey prizes occurred in City Hall on the twenty-fourth day of May. The committee of award comprised the Rev. Charles M. Driscoll, O. S. A. (High School, Class of 1878), the Rev. Herbert G. Mank, and Frederic N. Chandler, Esq., (High School, Class of 1889.) The successful competitors were Ellen M. O'Connell and Edward E. Crawshaw.

The graduation of the Class of 1900 was held in City Hall on Tuesday, June twenty-sixth. An appropriate address was delivered by Hon. Merrill E. Gates, LL. D., ex-president of Rutger and Amherst Colleges, and diplomas were presented to eighty-six scholars by Hon. John Breen, vice-chairman of the School Committee. The Hood prizes for general excellence in scholarship and deportment during the High School course were awarded to Lillian B. Holtham and Walter T. Rochefort.

The Willard B. Perkins prizes for the encouragement of English composition in the High School were awarded on Commencement Day for the first time. In the contest, conducted according to the plan outlined in the last annual report of the School Committee, a large number of admirable compositions were presented. Those that possessed

superior excellence were contributed by the following pupils, and the prizes were accordingly awarded to them :

Class of 1900—Gertrude L. O'Connell and Joseph J. Coughlin.

Class of 1901—Mabel E. Emerson and Sherman L. Lewis.

Class of 1902—Bertha E. Holtham and John Kelleher.

Class of 1903—Ruby J. Gordon and John J. Higgins.

#### ELEMENTARY SCHOOLS.

A course of study for the elementary schools became operative upon the opening of the Fall term. This course is arranged upon the spiral plan and is continuous throughout all the grades. It is replete in suggestion, and its purpose is the methodical cultivation of the historic sense and the proper interpretation of historical sequence. We are hopeful that fruitful results will follow from its intelligent and uninterrupted pursuit.

The six grammar schools held union graduation exercises at City Hall on Thursday, June 28. An able address was delivered by Mr. Preston W. Search, formerly Superintendent of Schools in Holyoke, and diplomas were presented to two hundred and seventy-one graduates by Mr. Daniel F. McCarthy, Chairman of the Grammar School Committee. The names of the graduates of both the high and grammar schools, with complete programs of their exercises, appear in the appendix to this report.

The Hood prizes for the schools making the most marked progress during the school year were awarded to the Hampshire Street, Washington and Walton Schools. The prizes for excellence in sewing were awarded by a committee comprising Mrs. Harriet M. Wainwright and

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Mrs. Ellen S. O'Brien, to the John K. Tarbox and John R. Rollins Schools.

#### NORMAL TRAINING SCHOOL.

There are in the Training School at the present time twenty-nine pupil teachers pursuing the regular course, eight in the senior, six in the middle, five in the junior and ten in the sub-junior classes. There are also three graduates of the Lowell Normal School and one from the Salem Normal School taking the half year supplementary work. Three additional graduates of the Lowell Normal School are pursuing this half year of practice work in other schools of the city. The class that entered the Training School in February, 1898, having completed the prescribed two years' course, held graduation exercises in the hall of the Oliver School on Friday, January 26. A scholarly paper on "The Culture Studies" was read by Mr. Bernard M. Sheridan, Master of the Oliver School, and diplomas were presented by Hon. John Breen, chairman of the Committee on Normal Department of the Training School.

The graduates were: Mary F. Deacy, Helen F. Gainey, Annie M. Kennedy, Mary A. Kennedy, Z. Alice McKenny, Mabel M. Mullen and Eleanor F. Sullivan. At the same time Alice T. Keefe, a graduate of the Salem Normal School, completed the half year of practice work for normal school graduates. All of the above named young ladies are now employed in the public schools of Lawrence.

The next senior class from the Training School held exercises of graduation in Library Hall on the evening of June 22. An instructive address on the subject, "Jane and

Her Teachers," was given by Miss Sarah L. Arnold, Supervisor of Schools in Boston, and diplomas were presented to the following graduates: Ella M. Eastman, Helena F. Hughes, Louise A. McGowan, Laura K. Prescott, Rachael H. Stannard and May Stratton.

#### MANUAL TRAINING SCHOOL.

The present enrollment of the Manual Training School comprises sixty-four pupils—39 in the first year, 14 in the second, and 11 in the third year classes. Owing to the size of the entering class it became necessary to form two divisions which alternate upon the days for their shopwork. Thus the present first year class devotes to manual work only one-half the time allotted its predecessors. The length of the working periods for the various classes has also been shortened by one-third. No provision has heretofore been made for fourth year classes; the pupils who sought this advanced work either changed their course or left school altogether. I would advise that this defect be remedied and that a fourth year be offered in the Manual Training School upon the opening of the next Fall term. In the opinion of the principal of this school the cost of suitable equipment for such work, and the expense of incidental changes in the present building will amount to about two thousand dollars. And I respectfully recommend that the School Committee embody this item in their estimate of next year's expenditure.

#### EVENING SCHOOLS.

The Evening Schools were opened on October 15, and in organization and general conduct differ very little from

those of preceding years. The first graduation from the three years' course in the Evening High School occurred in Library Hall on Friday, March 2. An interesting address was delivered by John J. Donovan, Esq., of this city, and diplomas were presented by Mr. Michael J. Sullivan, Chairman of the Evening School Committee. The names of the graduates are: Ellen Butterworth, Nellie F. Cahill, Joseph Carberry, James Farnsworth, George E. Fletcher, John Fraser, John J. Keefe, John J. Sherlock, Joseph H. T. Lamond, Edward F. Lawlor, Kathryn V. Murphy, John Kilby, Mary B. Sullivan, Walter R. Livingstone, Jr., and William A. McCarthy.

### CHANGES OF TEACHERS.

#### RESIGNATIONS.

Adelbert H. Morrison, Master of the John R. Rollins School; Susan C. Morrison, Principal of the Harrington School; Laura A. Haigh, Packard School.

#### PROMOTIONS.

Hector L. Belisle from High School to principalship of John R. Rollins; Leslie Dana from Harrington School to principalship of same.

#### LEAVE OF ABSENCE.

Helen Golden returns from year of university study to the position of first assistant in the John K. Tarbox School.

#### NEW APPOINTMENTS.

To the High School, Susanna T. O'Connor, Marguerite Sullivan, Frances Waterhouse; to the Essex School, Annie



M. Kennedy; to the Packard School, Helen F. Gainey; to the Rollins School, Margaret S. Brown; to the Tarbox School, Mary F. Deacy; to the Arlington School, Mary A. Kennedy; to the Park Street School, Eleanor F. Sullivan; to the Harrington School, Alice V. Fitzgerald; to the Amesbury Street School, Alice T. Keefe; to the Berkeley Street School, Mabel M. Mullen.

#### TRANSFERS.

From Tarbox to Oliver, Caroline S. Brady; Riverside to Packard, Helen F. Spring; Union Street to Saunders, Georgie M. Follansbee; Lowell Street to Union Street, Z. Alice McKenny and Ella M. Churchill; Prospect Street to Berkeley Street, Bertha M. Bruckmann, Ethel C. Ramsey, Kathleen Doheny and Mabel M. Mullen; Harrington to Washington, Alice V. Fitzgerald; Washington to Harrington, Ada L. Riordan.

A tribute to the memory of Emily J. Danforth, a late teacher in the Oliver School, will be found elsewhere in this report.

#### CONCLUSION.

In conclusion, I acknowledge with many thanks my indebtedness to the School Committee, teachers, truant officers, members of the press and to all others, legion in number, who have proven their devotion to our school system, and their deep concern both in its material improvement and its educational progress.

Respectfully submitted,

J. E. BURKE,

*Superintendent of Schools.*



# In Memoriam.

## Emily Jane Danforth.

*"I Must Be About My Master's Service."*

Emily Jane Danforth was born in Hopkinton, N. H., on the third day of June, 1848. When a young child she removed with her people to this city and attended the public schools, graduating from the Oliver High School in the class of 1864. In September, 1865, she began to teach in the old East Elm school house, a building that occupied the site of our present Harrington school. In October, 1869, she was transferred to the Oliver Grammar school, where she continued to teach until the close of the school year last June. On the first day of September she entered the New England Hospital at Dorchester. She there underwent an operation, from the effects of which she died on the evening of Friday, September seventh. She sleeps beside her mother in the old cemetery at Hopkinton.

Miss Danforth's was a life of consecration and hence a life of inspiration. While yet a girl she found her work, her destined sphere of usefulness; and ever after she was radiant with gladness and with joy. In her maturer years, as guardian and counsellor and teacher, she became the realization of all our loftiest ideals.

Miss Danforth did nothing by halves. She made no divisions of her splendid abilities. All that she had of body, intellect and soul—so much of beauty, of strength, of purity and moral loveliness—she gave unreservedly to the duties and the demands of her exalted calling. She honored and adorned a noble profession. Her labor was that of love—love of country, of humanity, of God.

Her personality was charming and impressive. Her earnestness and her proverbial buoyancy of spirit were contagious—likewise her mirthfulness and her exhaustless fund of good nature. There were no sluggards in her classroom; all were alert and animated; and her pupils learned among others this valuable lesson, that cheerfulness and good humor are factors in the solution of the most vexatious problem of life.

For thirty-five years, patiently and unceasingly this lovely woman labored among us, teaching her ennobling lessons by example and precept, leading a life so worthy of emulation. Contemplate the influence exerted by this truly great teacher; how boundless, how eternal it is. Today we bow our heads, and mourn our irreparable loss. But consolation comes in this, that our friend still lives in hearts touched by her kindly sympathy and in souls aroused by the magic of her love. Hundreds of former pupils—many unconsciously perhaps—are today leading the higher life because in their impressionable years, that delicate period of character formation, they came to feel the spiritualizing power and to cherish the beautiful character of this remarkable woman.

Modest and unassuming our friend sought no applause; she shunned alike both flattery and praise. But she wore that invisible aureole that ever crowns devotion to duty and fidelity to principle. Miss Danforth was a conscientious, consistent Christian. She worshipped God in truth and in sincerity. Thus was strengthened her love for the universal, for all God's creatures everywhere.

Her life was one of service; she was faithful unto the end. Her last moments typify the work of her life. When the finger of death yet rested upon her pallid lips, when mortality was about to take on immortality, these were the words she gave as a comforting farewell; "I must be about my Master's service."



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## REPORT OF TRUANT OFFICERS.

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LAWRENCE, MASS., December 31, 1900.

*Mr. J. E. Burke, Superintendent of Schools:*

MY DEAR SIR—In accordance with the rules of the School Committee the following is submitted as the report of the Truant Officers for the year ending December 31, 1900:

### SCHOOL CENSUS.

By a law enacted in 1898 becoming operative in Sept., 1899, the time for taking the school census was changed from the month of May to September of each year. Last year was the first time that the census was taken in accordance with the change and resulted in a decrease from that of the previous year. The officers entered upon their labor this year the first Monday in September and continued the work daily until finished. The result will be found in the following table. The census for the past five years are included, both for comparison and reference:

	1900	1899	1898	1897	1896
Ward 1, . . .	1665	1599	1542	1487	1463
Ward 2, . . .	1208	1085	1103	1055	1023
Ward 3, . . .	1756	1645	1752	1721	1689
Ward 4, . . .	1819	1752	1786	1839	1806
Ward 5, . . .	1978	1990	1968	1916	1905
Ward 6, . . .	2101	1974	1934	1798	1749
Totals, . . .	10,527	10,045	10,085	9816	9635

Increase for 1900, 482. Increase over 1896, 892.

TRUANCY.

The following table will show the work performed under the above heading during the year :

1900.	No. of Schools Visited.	No. of Absences reported by Teachers	No. of absences without permission of Parents.	No. of second offences.	No. of third offences.	No. of Parents or Guardians notified.	No. returned to school from the street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January, . . . . .	320	237	18	12	6	201	14	1	1	12
February, . . . . .	202	154	10	4	0	130	3	0	0	10
March, . . . . .	397	211	20	6	3	220	14	0	0	1
April, . . . . .	325	151	21	8	5	122	5	0	0	1
May, . . . . .	297	136	14	10	6	128	6	0	0	4
June, . . . . .	320	126	25	16	11	115	7	1	1	0
September, . . . . .	297	138	16	2	1	49	4	0	0	4
October, . . . . .	305	162	22	15	5	124	5	0	0	2
November, . . . . .	357	153	12	7	3	136	12	0	0	11
December, . . . . .	281	109	17	6	4	99	7	1	1	1
Totals, . . . . .	3101	1577	175	86	44	1324	77	3	3	46

RESULT OF PROSECUTIONS.

Placed on Probation,	-	-	-	-	-	-	-	1
Committed to Truant School,	-	-	-	-	-	-	-	2

## LABOR CERTIFICATES.

There has been no change in the laws governing the issuing of labor certificates during the year. A minor is now entitled to a labor certificate when he is fourteen years of age. In this branch of the service, it might be well to state, that among the minors applying to us for labor certificates, there are a very large number who came from foreign countries recently, their names not appearing on our school registers or census records. They invariably claim to be fourteen years of age or over. In all these cases we require either a birth or baptismal record, and while it may cause them some delay and trouble, it is the only way in which the certificate can be intelligently and legally issued. This birth or baptismal record is filed with the duplicate certificate. When they are unable to read or write in the English language, a statement to that effect is placed on the labor certificate to guide the employers regarding their attendance at the evening school. The following table is presented:

1900.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total.
Certificates Issued.	78	70	66	75	78	80	48	58	86	41	35	48	763

Decrease for 1900 From 1899 ..... 317.



## CONTAGIOUS DISEASES.

In the following table will be found the number of contagious diseases reported from time to time by the Board of Health, and from other sources during the year. In all cases children excluded from school on account of contagious disease are not allowed to return until they present the certificate from the Board of Health, as required by Chap. 496, Sec. 11, of the Statutes of 1898:

DISEASE 1900.	Jan	Feb.	March	April	May	June	Sept.	Oct.	Nov.	Dec.	Totals.
Diphtheria	25	19	16	17	25	19	31	16	24	8	200
Scarlet Fever	16	8	10	6	19	5	6	8	4	6	88
Measles	1	1	3	20	93	92	0	0	2	2	214
Totals.	42	28	29	43	137	116	37	24	30	16	502

In concluding this report we would take this opportunity of returning our sincere thanks to the members of the School Committee, to you, Sir, to the teachers in our schools, the Police Department. and many others for their kindness during the year.

Respectfully submitted,

JAS. R. MCGOWAN,

EDWIN J. CATE,

*Truant Officers.*

## STATISTICS.

Valuation of the city for the year 1900.....	\$39,841,697.00
Total expenditures for schools, exclusive of new buildings and repairs .....	171,253.33
Population of the city, census of 1895.....	52,164
Population of the city, census of 1900.....	62,559
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1899	10,045
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1900	10,527
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1899.....	6,334
Number of children between the ages of 7 and 14, according to census of Sept. 1, 1900.....	7,131
Aggregate enrollment from Jan. 1, 1899, to Jan. 1, 1900 .....	8,781
Average number belonging from Jan. 1, 1899, to Jan. 1, 1900 .....	6,836
Average attendance from Jan. 1, 1899, to Jan. 1, 1900 .....	6,479
Aggregate enrollment from Jan. 1, 1900, to Jan. 1, 1901 .....	8,784
Average number belonging from Jan. 1, 1900, to Jan. 1, 1901 .....	6,904
Average attendance from Jan. 1, 1900, to Jan. 1, 1901 .....	6,500
Number of school buildings .....	30
Number of class rooms in High School and annexes	19
Number of class rooms in elementary schools.....	163
Number of teachers in High School.....	20
Number of teachers in Grammar Schools.....	43

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Number of teachers in middle schools.....	47
Number of teachers in primary schools.....	90
Number of supervising principals .....	8
Number of critic teachers in Training School.....	4
Number of pupil teachers in Training School.....	33
Number of teachers of music .....	2
Number of teachers of drawing .....	2
Number of teachers of sewing .....	2
Number of teachers of penmanship.....	1
Number of teachers in Evening High School.....	12
Number of teachers in evening elementary schools.	46
Number of teachers in evening drawing schools...	3

TABLE "A."

*Tabular statement of attendance for the school year ending June 27, 1900.*

SCHOOLS.	Whole number enrolled.		Average No. belonging.		Average daily attendance.		Per cent. of attendance.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	575	486	544	481	526	466	96.78	96.83
Oliver . . . . .	569	435	492	376	463	353	94.17	93.88
Essex . . . . .	614	552	504	480	483	462	95.87	96.22
Packard . . . . .	627	639	573	532	542	496	94.59	93.52
John R. Rollins .	490	488	451	445	434	423	96.42	95.35
John K. Tarbox .	520	460	467	450	431	419	95.57	95.10
Emily G. Wetherbee	407	370	357	343	339	327	95.06	95.39
Daniel Saunders .	516	572	399	437	361	402	90.49	92.02
Union Street . .	267	294	237	275	221	249	92.38	90.45
Arlington . . .	380	418	340	403	314	374	92.22	92.90
Park Street . . .	231	238	197	210	181	193	91.84	91.99
Prospect Street .	236	218	215	210	198	200	92.26	95.27
Storrow . . . . .	191	217	175	202	165	191	94.58	94.67
Walton . . . . .	169	188	127	152	119	141	94.10	93.01
Newbury Street .	147	190	126	166	120	155	95.12	93.12
Harrington . . .	173	138	166	134	159	128	95.86	95.93
Amesbury Street.	164	158	150	153	138	141	90.76	91.60
Hampshire Street	156	134	147	128	138	119	93.89	93.42
Cross Street . . .	170	159	142	153	133	141	93.69	92.25
Franklin . . . . .	195	144	151	127	138	115	91.33	91.59
Riverside . . . .	196	156	174	143	161	134	92.46	93.93
Lowell Street. . .	219	248	200	232	182	214	91.02	92.18
Washington . . .	248	240	198	209	182	196	96.87	93.36
Training . . . . .	300	236	217	228	201	208	92.85	91.43
Total . . . . .	7760	7378	6749	6669	6329	6247	93.76	93.56

TABLE "B."

*Tabular statement of tardiness, dismissals, truancies and absences,  
for the school year ending June 27, 1900.*

SCHOOLS.	No. of cases of tardiness.		No. of half-day truancies.		No. of cases of dismissal.		No. of cases of absence.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	436	405	—	—	322	396	1455	1363
Oliver . . . . .	317	179	39	8	335	207	5247	4139
Essex . . . . .	509	1325	6	12	376	936	3888	6663
Packard . . . . .	343	456	11	19	397	278	5782	6435
John R. Rollins . .	193	177	16	5	181	248	3047	3925
John K. Tarbox . .	382	647	4	41	242	284	4298	4076
Emily G. Wetherbee	248	296	5	4	246	298	3256	2969
Daniel Saunders . .	821	1137	12	6	101	129	6717	6316
Union Street . . .	143	241	7	13	56	72	3431	4917
Arlington . . . . .	783	883	5	28	67	63	4945	5129
Park Street . . . .	325	348	3	26	95	83	2938	3030
Prospect Street . .	304	302	4	6	81	35	3126	1787
Storrow . . . . .	260	275	4	21	72	88	1814	1933
Walton . . . . .	421	455	5	6	45	94	1371	1912
Newbury Street . .	299	323	4	14	85	99	1168	2063
Harrington . . . .	192	207	8	—	59	45	1543	1025
Amesbury Street . .	247	183	26	8	14	118	2670	2305
Hampshire Street .	151	159	35	3	72	122	1709	1552
Cross Street . . . .	125	158	8	7	124	134	1569	2008
Franklin . . . . .	252	262	12	5	53	70	2469	2028
Riverside . . . . .	325	302	6	2	86	63	2488	1526
Lowell Street . . .	467	598	11	6	189	125	3371	3304
Washington . . . .	279	514	3	—	122	146	3020	2320
Training . . . . .	376	445	11	45	119	211	2868	3535
Total . . . . .	8198	10277	245	285	3539	4344	74190	76360

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EXTRACTS FROM THE PUBLIC STATUTES OF  
MASSACHUSETTS.

ACTS OF THE YEAR 1898.

[Chap. 494.]

*Be it enacted, etc., as follows:*

SECTION 4. An age and schooling certificate shall not be approved unless satisfactory evidence is furnished by the last school census, the certificate of birth or baptism of such child, the register of birth of such child with a town or city clerk, or in some other manner, that such child is of age stated in the certificate.

SECTION 5. The age and schooling certificate of a child under sixteen years of age shall not be approved and signed until he presents to the person authorized to approve and sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. A duplicate of each age and schooling certificate shall be filled out and shall be kept on file by the School Committee. Any explanatory matter may be printed with such certificate in the discretion of the School Committee or Superintendent of Schools. The employment ticket and the age and schooling certificate shall be separately printed, and shall be filled out, signed, and held or surrendered, as indicated in the following forms: \* \* \*..\*

[ Chap. 496.]

*Be it enacted, etc., as follows:*

SECTION 11. No child who has not been duly vaccinated shall be admitted to a public school except upon presentation of a certificate signed by a regular practising physician that such child is an unfit subject for vaccination. No child who is a member of a household in which a person is sick with small-pox, diphtheria, scarlet fever or measles, or of a household exposed to contagion from a household as aforesaid, shall attend any public school during such sickness, or until the teacher of the school has been furnished with a certificate from the Board of Health of the town or city, or from the attending physician of such sick person, stating in a case of small pox, diphtheria or scarlet fever, that a period of at least two weeks, and in a case of measles a period of at least three days has elapsed since the recovery, removal or death of such person, and that danger of the conveying of such disease by such child has passed.



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## LIST OF GRADUATES

OF LAWRENCE TRAINING SCHOOL FOR TEACHERS.

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Owing to the indefiniteness of some of the earlier records of the School Committee, it has been difficult to secure a complete and accurate list of the graduates of our Training School. We are indebted to many of the earlier graduates for information kindly contributed concerning their respective classes. The superintendent will consider it a favor to himself and the graduates of the school if he is informed of any error or omission that may have occurred in the compilation of this list.

Class of 1870—Alice E. Birtwell, Isabel M. Browning, Ida M. Coburn, Grace Cooper, Martha A. Doyle, Ada J. Emery, Mary A. Hamilton, Mary E. Herrick, Abbie A. Holt, Mary E. Lathrop, Martha C. Paul, Mary A. Richardson, Olive S. Withington.

Class of 1871—Mary Dow, Sarah Gallison, Ella F. James, Clara Lear, Isabel F. Spinney, Hannah Tarbell.

Class of 1872—Ida M. Coburn, Mary A. Dame, Mary L. Fielding, Emma F. Hutchinson, Mary E. Newell, Josephine M. Nichols.

Class of 1873—Alice Barlow, Sarah E. D. Bell, Mary R. S. Collins, Abbie F. Doland, Clara J. Eaton, Carrie Emerson, Elizabeth M. Farnum, Carlista Z. Kidder, Eva M. Mathews, Frances H. Merrill, Addie J. Newman, Mary E. Stevens, Ella M. Swan, Caroline A. Whittier.

Class of 1874—Abbie A. Beetle, Sarah J. Birtwell, Etta J. Craig, Louise S. Halley, Alice M. Webb.

Class of 1875—Catherine A. Brassill, Martha J. Foote, Mary L. Goldsmith, Florence E. Griffin, Elizabeth B. Hopkins, Alice M. Ricker, Elizabeth Sweeney.

Class of 1876—Annie Balloch, E. Ella Carter, Susan J. Colby, Leslie Dana, Clara Foote, F. F. Frederick, Fanny K. Lamprey, Ida J. Phelps, Belle J. Plummer, Susan T. Sanborn, Fannie Stratton, Rebecca Tozier.

Class of 1877—Ellen P. Bodwell, Katie L. Conway, Annie E. Davis, Clara A. Eastman, Ida E. Mathews, Maggie T. McCarthy, Mary E. Stevens, Nellie L. Stoddard, Hattie Stokes.

Class of 1878—Lizzie Austin, Mary Birtwell, Hattie Carr, Hattie B. Collins, Dora Harold, Eva Jackson, E. May Norcross, Hattie P. Poore, Hattie P. Stevens, Nellie P. Stokes, Fanny P. True.

Class of 1879—Susan O. Chandler, Ellen J. Cusack, Helen M. Dana, Elizabeth A. Harding, Rosa Robinson, Cynthia H. True.

Class of 1880—Mary A. Clark, Ella F. Eastman, Eva Kershaw, Annie S. Lane, Lillian M. Larrabee.

Class of 1881—Katherine M. Kenney, Annie F. McDermott, Carrie J. Pingree, Minnie L. Severance, Sarah E. Webster.

Class of 1882—(February) Mary J. Caviny, Katherine G. Flemming, Kate A. Hearne, Mary A. Kehoe, Sarah W. Proctor, Ellen J. Sullivan, Ellen L. Toye. 1882—(June) Josephine L. Chase, Margaret T. Cusack, Teresa G. McCabe, Inez L. McClary, Mary Moulton, Gertrude A. Rodliff.

Class of 1883—(February) Jennie A. Ainsworth, Elizabeth J. Callahan, Mary R. McCarthy, Georgianna V. Sullivan, M. Etta Webster. 1883—(June) Annie J. Bradshaw, Edna M. Flint, Alice B. McDonald, Lelia M. Lamprey, Vesta E. Shackford, Nellie E. Smart.

Class of 1884—(February) Alice B. Bessee, Florence D. Hall, Ida L. Dawson, Martha A. Nelson, Alice P. Sylvester, Alice M. Smith. 1884—(June) Margaret A. Batterbury, Ellen A. Larrabee, Margaret G. Scanlon, Alice F. Sherman, Mary R. Spaulding, Grace Wadsworth.

Class of 1885—(February) Annie Eastham, Annie T. Mooers, Frances M. Robbins, Florence Smith. 1885—(June) Asenath I. Babb, Mabel L. Cate, Cora B. McDuffee, Louise M. Leonard, Agnes C. O'Sullivan, Arthemus E. Ray.

Class of 1886—(February) Susan G. Carter, Honora A. Driscoll, Sophie M. Fremmer, Hannah C. Garvey, Frances E. Manney. 1886—(June) Annette F. Currier, Elizabeth F. Devlin, Bridget A. Halley, Edith M. Messer, Catherine L. Smith.

Class of 1887—(February) Sarah A. Barlaw, Annie B. Flint, Julia M. Knowlton, Harriet A. McKone, Etta B. Nowell. 1887—(June) Elizabeth F. Conway, Johanna O'Leary, Martha J. Sargent, Susan E. Sawyer, Marietta Shanahan, Effie R. Pettigrew.

Class of 1888—(February) Hannah M. Hinchcliffe, Mary E. Leary, Margaret T. O'Sullivan, Ethel G. Wheeler. 1888—(June) Mary Eastham, Carrie L. Nash, Faith E. Rushworth, Helen S. Weisner.

Class of 1889—(February) Emma J. Baker, Emma Fremmer, G. Gertrude Fuller. 1889—(June) Grace F. Conway, Ellen A. Mahony, Maria C. Sullivan, Mary G. Toye.

Class of 1890—(February) Lillian M. Colley, Daisy R. Cutler, Gertrude C. Freeman, Augusta M. Kelleher. 1890—(June) N. Grace Craig, Elizabeth T. DeCourcy, A. Maebelle Greely, Mabel F. Noyes, Susan B. Lyall.

Class of 1891—(February) A. Lillian Blanchard, Helen S. Chubb, Flora I. Doble, Maria Smith, Alice M. Vatter. 1891—(June) Ellen M. Dooley, Annie V. Healey, Mary L. McCabe, Bertha E. Rediker, Cora I. Riley, Alice L. Trott.

Class of 1892—(February) Maude Brackett, Lizzie M. Crabtree, Laura F. Farnham, Clarabel Hatch, Mattie M. Hatch, Rose A. Tierney. 1892—(June) Mary M. Devlin, Mary E. Dowd, Louise M. Mathews, Amy L. Scholes, Mildred Withington.

Class of 1893—(February) Ida L. Freeman, Agnes G. Gol-

den, Mabel E. Hemenway, Teresa A. Lane, Mary F. Waters. 1893—(June) Mary F. Collins, Alice Eastham, Helen M. Kerr, Margaret E. Loftus, Annie L. O'Connor, Annie A. Toye.

Class of 1894—(February) Caroline G. Donovan, Ellen G. Dunn, Lillian M. Farnum, Catherine L. Fitzpatrick. 1894—(June) Edith M. Andrews, Annie H. Desmond,, Grace E. Kingston, Jennie A. McManus, Nora A. McNulty.

Class of 1895—(February) Florence L. Abbott, Minnie A. Brown, Emily V. Brooks, Helen Devitt, Ellen C. Greene, Mary A. O'Connor. 1895—(June) M. Statia Lane, Anna C. Lane, E. Louise Martin, Mary B. Mowat, Margaret M. O'Neil, Jessie E. Simpson.

Class of 1896—(February) Katherine A. Cadogan, Caroline A. Carpenter, Laura A. Haigh, Emma H. Kidd, Grace A. O'Connor, Grace L. Rand, Edna B. Russell, Alice J. Ward. 1896—(June) Elizabeth G. Barry, Manora A. Bradford,, Willa Cragin, Mary A. V. Farley, Emma G. Greenwood, Mary A. Mahony, Ada L. Riordan, Isabel F. Robbins, Elizabeth Stafford.

Class of 1897—(February) Lola F. Clifford, Mary L. Cotter, Margaret W. Mowat, Ella F. Sawyer. 1897—(June) Alice E. Gill, Margaret G. Kennedy, Mary Shinnick.

Class of 1898—(February) Margaret A. Brouder, Catherine F. Flanagan, Margaret G. O'Brien, Ellen C. Tobin. 1898—(June) Ella F. Arthur, Bertha M. C. Bruckman, Mary T. Cassidy, Grace E. Eastman, Carrie M. Hobbs, Grace M. Nesbitt, Louise F. Wilkinson.

Class of 1899—(February) Mary F. Butler, Ida B. Hagar, Jennie M. Quealey, M. Eva Russell, Helen F. Spring, Mary E. Sullivan. 1899—(June) Margaret S. Brown, Ella M. Churchill, Georgie M. Follansbee, Margaret A. Houston, Laurretta M. McCabe, Nellie M. Reardon, Theresa M. Twomey, Bertha E. Wilson.

Class of 1900—(February) Mary F. Deacy, Helen F. Gainey, Annie M. Kennedy, Mary A. Kennedy, Z. Alice McKenney, Mabel M. Mullen, Eleanor F. Sullivan. 1900—(June) Ella M. Eastman, Helena F. Hughes, Louise A. McGowan, Laura K. Prescott, Rachael H. Stannard, May Stratton.

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Graduates of State Normal Schools who completed the half year of supplementary practice work in the Training School:

1896—(June) Mary H. Callahan, Helen G. Kennedy, Eleanor M. Sullivan.

1897—(February) Mary G. Brogan, Nellie G. Hayden, Emma V. Hurst, Katherine A. Hynes, Edna A. Skinner and Sara A. White.

1888—(February) Agnes A. Ashe, Caroline S. Brady, Josephine L. Deacy, Katherine W. Murray and Ethel C. Ramsey. (June)—Katherine M. Nolan and Lena A. Nolan.

1899—(February) Alice V. Fitzgerald. (June)—Margaret M. Phillips.

1900—(February) Alice T. Keefe.

All of these teachers were graduated from the Salem Normal School, with the exception of Miss Ramsey, who is a graduate of the Bridgewater Normal School.

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## PROGRAM

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Of the Twelfth Annual Contest for the Valpey Prizes  
Awarded for the Best Original Essay and  
Declamation of the Class of 1900,  
Lawrence High School.

AT CITY HALL, THURSDAY, MAY 24, 1900.

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### PROGRAMME.

ACCOMPANIST, GRACE E. ABERCROMBIE.

PIANO DUET.

MISS MARY L. EASTMAN AND MISS FLORENCE DUNN.

ESSAY—"The Harp That Once Thro' Tara's Halls."

ELLEN M. O'CONNELL.

DECLAMATION—"The Expulsion of Aeschines."

HARRY W. ROWE.

MUSIC—By Selected Chorus. "The Recognition of Land." *Greig*

ESSAY—"Heartsease."

ELIZABETH A. LAWLOR.

DECLAMATION—"Humanity in Warfare."

J. RODNEY BALL.

MUSIC—Selection by High School Orchestra.

HARRY W. ROWE, LEADER.

ESSAY—"Student's Possibilities."

M. ELIZABETH CARROLL.

DECLAMATION—"The South African Struggle."

HUGH S. McCONNOR.

MUSIC—By Selected Chorus. "Doan Ye Cry, Ma Honey." *Noll*



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ESSAY—"The Magician's Spell."

FLORENCE H. FREMMER.

DECLAMATION—"The True Grandeur of a Nation."

EDWARD MCANALLY.

MUSIC—By Selected Chorus. "Till We Meet Again." *Bailey*

ESSAY—"The Passing of Precedent."

GERTRUDE L. O'CONNELL.

DECLAMATION—"Have We Outgrown the Constitution?"

EDWARD E. CRAWSHAW.

MUSIC—Selection by High School Orchestra.

## ORDER OF EXERCISES

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For the Forty-Ninth Anniversary of the Lawrence High School,

TUESDAY, JUNE 26, 1900.

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### PROGRAMME.

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ACCOMPANIST, BERTHA E. ABERCROMBIE.

MUSIC—"Gloria in Excelsis."

*Farmer*

ADDRESS OF WELCOME.

WILLIAM A. LEIGHTON.

MUSIC—"Over the Meadows Fair."

*Geibel*

CLASS HISTORY.

CORA E. COPP.

FAREWELL ADDRESS.

MARY A. DRISCOLL.

MUSIC—"The Home of Freedom."

*Wilson*

ADDRESS.

HON. MERRILL E. GATES, LL. D.

(Ex-President of Rutgers and of Amherst Colleges.)

AWARDING OF DIPLOMAS AND VALPEY AND HOOD AND PERKINS

PRIZES, BY HON. JOHN BREEN, VICE-CHAIRMAN OF SCHOOL  
COMMITTEE.

PARTING HYMN.

Words by Gertrude L. O'Connell.

With saddened hearts we meet today  
To sing, with tears, our parting lay.  
To bid farewell to classmates dear,  
The friends we've loved for many a year.  
With tear-dimmed eyes we think once more  
Of happy hours forever o'er;  
Of days and years that now are past,  
Alas! They were too sweet to last.

But ere we part we'll breathe a prayer  
 For those whose gentle, kindly care  
 Has guided us in days of youth  
 Through ways of God's own perfect truth.  
 Theirs was the task to guide aright,  
 Our first blind search for wisdom's light.  
 Well have they done—they've sown the seeds  
 That grow to glorious flowers, not weeds.

Today we part. The thought brings tears,  
 But hope's bright beacon lights the years.  
 Though we on earth may meet no more,  
 Some day on Heaven's eternal shore  
 Our well-loved classmates, one and all,  
 Will answer to the trumpet's call.  
 And there where pain and sorrow cease,  
 United, rest in God's sweet peace.

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CLASS OF 1900.

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Minnie Bell Arundale,	Maud Gorman,
John Rodney Ball,	Jessie May Hagar,
Isabella Barrie,	Lillian Heath,
John Francis Barry,	Lillian Holtham,
John Hiram Bedell,	Ella Eva Hulford,
Alice Mabel Bevington,	Ralph Osborne Ingram,
Esther Madeline Biery,	William Henry Jaquith, Jr.
Minnie Mae Booth,	Michael Kelleher,
Ellen Adela Bradbury,	Maude Decker Kincaid,
Jeremiah Joseph Buckley,	Elizabeth Alice Lawlor,
Albert Edward Callison,	—William Ames Leighton, —
Mary Elizabeth Carroll,	Mary Isabella Lena,
Beatrice Castle,	Lillian Lovett,
Emma Florence Churchill,	Stella Amelia Maffett,

Walter Henry Clough,  
Leslie Erwin Coffin,  
Frank Patrick Collins,  
Cora Elizabeth Copp,  
Joseph James Coughlin,  
Edith Allan Craig,  
Edward Eugene Crawshaw,  
Louise Angella Crilley,  
Nora Gertrude Cullinane,  
Timothy Daly,  
William John Delaney,  
Addie Maria Dickinson,  
Edith Angie Diman,  
Elizabeth Frances Donovan,  
James Arthur Dowd,  
Mary Genevieve Doyle,  
Mary Agatha Driscoll,  
Annie Veronica Dunn,  
Florence Loyola Dunn,  
Mary Louise Eastman,  
Helen May Ellis,  
Bertha Maria Farr,  
Annie May Fisher,  
Mary Elizabeth Flanagan,  
Joseph Aloysius Flynn,  
Florence Helen Fremmer,  
John Arthur Fremmer,  
Helen Elizabeth Gallagher,  
Ida Alberta Gilman,

Gertrude Stevens Magoon,  
Richard Edward McAnally,  
Mary Genevieve McCabe,  
Hugh Sylvester McConnor,  
Fred Leonard McKone,  
John Xavier Merrigan,  
Edward Stanley Morrison,  
Minnie Etta Neal,  
Mary Josephine Nichols,  
Ellen Margaret O'Connell,  
Gertrude Loyola O'Connell,  
Ellen Catherine O'Connor,  
Enah Imogene Orff,  
William Thomas Prescott,  
Alicia Theresa Quealy,  
Walter Thomas Rochefort,  
Henry Woodbury Rowe,  
Ernest Louis Rupf,  
Arthur Sandiford,  
Grace Elizabeth Speed,  
Otto Steiner,  
Robert Daniel Stevens,  
Albert Fuller Taylor,  
Samuel Beedy Trumbull,  
Elmer Watts,  
Alice May Weston,  
Addie Wingate,  
Sara Lena Wood,  
Viola Juliet Wyman.

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## GRADUATING EXERCISES

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Of the Lawrence Grammar Schools, at City Hall,  
THURSDAY, JUNE 28, 1900.

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### PROGRAMME.

Music by Chorus of Graduates, Accompanied by an Orchestra from  
the High and Grammar Schools.

MARCH—"Campus Dreams."

*Blake*

COMMENCEMENT ODE. *Music from Flowto's "Martha."*

"In the Harbor We've Been Sheltered."

ADDRESS TO GRADUATES.

MR. PRESTON W. SEARCH.

VOCAL WALTZ, "Night."

*Ergmann*

PRESENTATION OF DIPLOMAS.

CHORUS, "The Call to Arms."

*Veazie*

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### NAMES OF GRADUATES.

#### OLIVER SCHOOL.

Katherine M. Adams,

Frank L. Bush,

Annie Barron,

Mary E. Bush,

Roy E. Blanchard,

Byron T. Butler,

Hattie J. Bodfish,

Gertrude M. Butler,

Rose B. Breen,

J. Alfred Butterworth,

Ada M. Bresnahan,

Lillian C. Corey,

Harrison Brown,

Angie M. Danforth,

Florence J. Burke,

Margaret Entwistle,

Smith Feather,  
William Fenton,  
Agnes M. Finegan,  
John J. Finigan,  
Edmund M. J. Finn,  
Joseph F. Fleming,  
Ida M. Fox,  
Emily L. Goldsmith,  
Clara A. Guerin,  
Etta F. Hale,  
Nellie A. Harrigan,  
Myra Humphrey,  
Raymond Humphreys,  
Edward M. Igo,  
Mary Kapelovich,  
David A. Kelleher,  
William S. Kelleher,  
Fred A. Lewis,  
Elizabeth F. Loftus,  
Harold W. Lyall,  
Lucy M. Lynch,  
Michael E. Lynch,  
Gardner M. Macartney,  
George H. Mahan,  
Andrew Mahoney,

Dennis A. Mahoney,  
Katherine A. Mahoney,  
Daniel McCarthy,  
Peter E. McEneaney,  
Thomas F. Murray,  
Charles C. Norton,  
Joseph F. O'Brien,  
Rosetta H. O'Connell,  
Edward A. O'Mahoney,  
Theresa G. Roach,  
Arthur J. Roberts,  
Frank E. Rollins,  
Frank K. Rowe,  
Franz J. Schneider,  
Lucia L. Schofield,  
Edward J. Scott,  
George C. Somes,  
Frank E. Stacy,  
Robert B. Todd,  
Annie M. Trees,  
Mary J. Wallace,  
Natt H. Webster,  
Herbert J. Weiss,  
Edith G. Woodcock,  
Philip E. Young.

## JOHN R. ROLLINS SCHOOL.

Ruth E. Binns,  
Percy C. Campbell,  
Edith E. Carroll,  
Augusta S. Cheney,  
Katherine C. Ganley,

Martha D. Cowburn,  
Mary E. Crane,  
Charles A. Edmonds,  
Harriet Elward,  
Edward J. Garabedian,



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Robert E. Kneupfer,	Ada E. Smith,
Frank H. Lee,	Fred Somerville,
Annie Lord,	Helen M. Siegel,
Sarah V. Lyons,	Martha A. Stevens,
Mary C. McGowan,	Bertha F. Towey,
Etta M. Miller,	James K. Truell,
Emma Mills,	Harry A. Vogt,
Edna M. Molyneaux,	Herbert C. Vose,
Laura M. Moorehouse,	Helen F. Walker,
Minerva J. Saalfrank,	Russell D. Warren,
Louise M. Schueler,	Genevieve H. Worcester,
Emily L. Schwarzenberg,	Grey H. Wyman.
Arthur C. Sellers,	

## JOHN K. TARBOX SCHOOL.

Mary E. Collins,	Alice F. McDonnell,
Mary V. Cummings,	Mary E. McGibbon,
James P. Cunningham,	Ida F. Mitchell,
Mabel Davison,	John A. Neilon,
James W. Devlin,	Louis Nitzschke,
Mazie W. Fifield,	Amy Ramsbotham,
John F. A. Ford,	Margaret G. Ryan,
Robert Gilfillan,	Michael F. Ryan,
Annie E. Hendry,	Alice Sandiford,
Louis C. Jean,	Owen M. Sandiford,
Louis F. Klein,	Cornelius F. Sullivan,
Thomas S. Marjerison,	James J. Sullivan,
William H. McCarthy,	Margaret Sullivan.

## ESSEX SCHOOL.

Ralph D. Abercrombie,	Lawrence E. Bradbury,
Ada Barrie,	Harry Buckley,
Harold E. Beeley,	Rose G. Brady,

Ada Chambers,  
T. Archibald Chapman,  
James S. Clarke,  
William H. Coash,  
Marguerite G. Conlon,  
Thomas Cox,  
Raymond A. Derbyshire,  
Ethel M. Eaton,  
Orville E. Fall,  
Michael L. Fitzgerald,  
Charles Forster,  
Florence V. Haley,  
Bertram M. Hall,  
Burchard E. Horne,  
Carrie L. Hutchins,  
Sarah G. Hyde,  
Mabel F. Kelley,  
Asa E. R. Kent,

Clarence F. L. Kent,  
Herbert F. Kimball,  
Esther H. Law,  
Joseph W. Lees,  
Julia V. McCarthy,  
Mary E. C. McEvoy,  
Loreane A. Mackey,  
Andrew McF. Morrison,  
James S. Mowat,  
Emily Newsholme,  
James H. Noone,  
Katherine R. O'Brien,  
William A. Reardon,  
Annie Roberts,  
Florence E. Sawyer,  
Eulia E. Scollay,  
Annie I. W. Stone,  
Gertrude M. Stone,

## PACKARD SCHOOL.

Bertha E. Abbott,  
Elizabeth F. Abbott,  
Edward A. Anderson,  
Lesa M. Barbour,  
Frederick C. Bradford,  
Florence M. Browne,  
Mabel L. Bryant,  
Charles Byrne,  
Herbert L. Burnham,  
Grace Carden,  
Eva E. Carr,  
Myrtis M. Clough,  
Albert W. Craig,

Andrew F. Donovan,  
Grace G. Donovan,  
Lillian M. Ferguson,  
Myra M. Freeman,  
Ethel I. Fuller,  
Eva M. Gaines,  
Marion L. Glenn,  
Clara B. Godin,  
Harold S. Gooding,  
Florence E. Hall,  
Alice S. Hayes,  
Mary A. Higgins,  
Mary E. Higgins,

Adelbert M. Horne,  
Ralph M. Howard,  
Mary K. Jennings,  
Gertrude M. Lanctot,  
May H. LeBourveau,  
James V. Lee,  
Margaret C. Lyons,  
Elizabeth M. Macaulay,  
Martha G. McCluskey,  
James H. McGrady,  
James Murray,  
Marion C. Noon,  
Alice O'Connell,

Philip J. O'Connell,  
Gertrude V. O'Sullivan,  
Maud M. Shufelt,  
Carrie D. Simpson,  
Bertha A. Smythe,  
Charles H. Stott,  
William C. Studley,  
John J. Sullivan,  
Ella Sunderland,  
Mary A. Tierney,  
Charles P. J. Ward,  
Marion C. Wheelock,  
May L. Woodcock,

## EMILY G. WETHERBEE SCHOOL.

Ellen V. Arundel,  
Caroline A. Bateman,  
Walter A. Bateman,  
Irving B. Carleton,  
Maude K. Chapman,  
Mary E. Collins,  
Grace M. Coveney,  
Isabel Dean,  
Alice F. Donovan,  
Robert J. Elliott,  
Charles M. Farnham,  
Cassie I. Fitzgerald,  
Nellie M. Flathers,  
Harold C. Fletcher,  
Joseph J. Flynn,  
Charles Frosch,  
Francis W. Gainey,  
Frank E. Galeucia,

Alma C. Gauthier,  
Clara E. Gauthier,  
Frank Gould,  
Albert N. Hainsworth,  
Joseph A. Hart,  
Harry J. Henderson,  
William N. Holmes,  
Ethel Jones,  
Katherine A. Keefe,  
Thomas F. Keefe,  
Albert N. Kent,  
Katherine E. Leahy,  
Julia T. Lenane,  
Margaret M. Lenane,  
Mary C. McCarthy,  
Francis J. McDonough,  
James F. McLaughlin,  
Charles A. Miner,

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Edward V. Murphy,  
Gilbert V. Murphy,  
Thomas L. Murphy,  
Robert J. O'Brien,  
Ernest R. Potter,  
Robert Redpath,  
Josephine M. Shea,

Lenox R. Shaughnessy,  
Elizabeth A. Todd,  
Elizabeth M. Wallace,  
Elizabeth M. Walsh,  
Timothy J. Wholly,  
Fannie M. Wood,  
Harriet E. Young,

# TEACHERS.

## IN SERVICE DECEMBER 31, 1900.

(The numerical letters designate the year or grade.) . . . . .

### HIGH SCHOOL.

Haverhill Street (opposite Lawrence Common.)

James D. Horne, Master, 8 Campo Seco St.,	'94	\$2,500
<i>Constitutional History, Political Science, Latin.</i>		
Edward S. Riley, Sub-Master, 68 Saunders St.,	'92	1,600
<i>Advanced Mathematics, Physics, Chemistry.</i>		
Mary A. Newell, 49 Bradford St.,	'66	1,050
<i>Latin, Greek.</i>		
Ada Lear, 82 Bradford St.,	'73	1,000
<i>Latin, Greek.</i>		
Louise S. Halley, Methuen,	'74-84	900
<i>English.</i>		
A. L. Fulkerson, 12 Summit Ave.,	'95	1,300
<i>Manual Training.</i>		
Elizabeth O'Leary, 21 East Haverhill St.,	'96	1,000
<i>German and French.</i>		
Ella M. Robinson, 282 Methuen St.,	'96	800
<i>French.</i>		
Sarah S. Bradley, 5 Custer St.	'96	800
<i>Algebra, English.</i>		
Alice B. Macdonald, 10 Summit Ave.,	'96	900

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<i>English.</i>		
Maud H. Hodgdon, 152 Oak St.,	'96	800
<i>Latin, English History.</i>		
Ernest C. Jewell, 294 Methuen St.,	'97	900
<i>Algebra, Geometry, Commercial Law.</i>		
S. Ella Penniman, 488 Broadway,	'97	700
<i>Greek, History.</i>		
Martha D. Tracy, 10 Summit Ave.,	'97	800
<i>History, Natural Sciences.</i>		
Gertrude M. Hall, 59 Lowell St.,	'97	700
<i>English.</i>		
Elizabeth G. McIntyre, 463 Lowell St.,	'98	700
<i>Latin, English.</i>		
Alice O'Malley, 55 Jackson St.,	'98	700
<i>Algebra, History, English.</i>		
Etta M. Hagar, 11 Tremont St.,	'98	700
<i>Commercial Science, Algebra.</i>		
Susan T. O'Connor, 190 West St.,	'99	700
<i>Mathematics.</i>		
Marguerite Sullivan, 43 Holly St.,	'00	700
<i>French.</i>		

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### OLIVER SCHOOL.

Haverhill Street (opposite Lawrence Common.)

*Includes elementary grades above the fifth between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

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Bernard M. Sheridan, Master, 171 East Haverhill St.,	'95	\$1,900
Harriet A. McKone, VIII., North Andover,	'87	600
Katherine M. Kenney, VIII., 101 Oak St.,	'81	600



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Margaretta T. O'Sullivan, VII., 137 Lawrence St.,	'88	550
Caroline S. Brady, VII., 165 South Broadway,	'98	500
Agnes G. Golden, VII., Methuen,	'93	550
Flora I. Doble, VII., 35 Berkeley St.,	'91	550
Ellen J. Sullivan, VII., 43 Holly St.,	'82	550
Ella F. Arthur, VI., 30 Morton St.,	'98	500
Mary A. O'Connor, VI., 190 West St.,	'95	550
Marie W. Collins, VI., 12 Valley St.,	'94	550
Kathryn A. Cadogan, VI., 83 Allston St.,	'96	500
Emily V. Brooks, VI., 94 Summer St.,	'95	550
Grace A. O'Connor, VI., 40 Fairmount St.,	'96	500

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## ESSEX SCHOOL.

Head of Essex Street.

*Includes elementary grades above the sixth year, south of Manchester Street and west of M. & L. R. R., and fourth and fifth grades south of Florence Place, extended to Cemetery.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$1,600
Sarah A. Barlow, VIII., 48 Washington St.,	'87	600
Camilla A. Howe, VII., Methuen,	'96	600
Mabel F. Noyes, VII., Methuen,	'90	550
Theresa W. Slattery, VI., 448 Lowell St.,	'91	550
Ida L. Freeman, VI., 503 Haverhill St.,	'93	500
Minnie A. Brown, V., 13 Cedar St.,	'95	500
Mary E. Foster, V., 304 Lowell St.,	'94	500
Emma Stewart, V., 55 Bodwell St.,	'95	500
Annie M. Kennedy, 40 Reservoir St.,	'00	400

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## ESSEX SCHOOL ANNEX.

Warren Street.

Manora A. Bradford, IV., 20 Concord St.,	'96	\$500
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Edna A. Skinner, IV., Methuen,	'97	500
Elizabeth Entwistle, IV., 3 Caulkin's Court,	'97	500
Ellen C. Tobin, III., 480 Haverhill St.,	'98	450

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### PACKARD SCHOOL.

Parker Street (between Abbott and Bailey Streets.)

*Including all elementary grades above the second, east of B. & M.  
R. R., in South Lawrence.*

Charles M. Lamprey, Master, 119 Bailey St.,	'94	\$1,600
Margaret G. Scanlon, VIII., 347 Salem St.,	'84	600
Ellen L. Toye, VIII., 240 Andover St.,	'82	600
Nellie S. Winchester, VII., 31 East Haverhill St.,	'95	550
Jennie A. McManus, VII., 291 South Broadway,	'94	550
Jessie E. Simpson, VI., 124 Bailey St.,	'95	550
Catherine G. O'Leary, VI., 242 Salem St.,	'95	550
Agnes C. Byrne, V., 203 Salem St.,	'94	500
Mary J. Shinnick, V., 44 Osgood St.,	'97	500
Louise F. Wilkinson, V., 8 Garfield St.,	'98	450
Annie H. Desmond, IV., 15 Springfield St.,	'94	500

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### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street.)

Theresa M. Twomey, V., 180 Park St.,	'99	\$450
Helen F. Spring, IV., 332 Broadway,	'99	450
Ella F. Sawyer, III., 67 Abbott St.,	'97	500
M. Eva Russell, III., 335 Broadway,	'99	450
Helen F. Gainey, Assistant, 1 Kingston St.,	'00	400
Ellen T. Cooney, 78 Springfield St.		

## JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt.)

*Includes all elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 94 Summer St.,	'96	\$1,400
Anne Eastham, VIII., 33 Woodland St.,	'85	600
Maria Smith, VII., 11 Berkeley St.,	'91	550
Mary Eastham, VII., 33 Woodland St.,	'88	550
Mabel L. Cate, VI., 334 High St.,	'85	550
Mary A. Mahoney, VI., North Andover,	'93	550
Emma J. Baker, VI. and V., Methuen,	'89	550
Catharine L. Fitzpatrick, V., 283 High St.,	'94	500
Ellen C. Greene, V., 5 Haverhill St.,	'95	500
Isabel F. Robbins, IV., 82 East Haverhill St.,	'96	500
Alice E. Gill, IV., 33 Jackson St.,	'97	500
Lena A. Nolan, IV., Andover,	'98	450
Margaret S. Brown, V., 265 Jackson St.,	'99	400

## JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut.)

*Includes all elementary grades above the third, west of Bruce Street, north of Spicket River.*

Michael T. O'Brien, Master, Essex House,	'97	\$1,500
Helen Golden, VIII., Lawrence St.,	'96	600
H. Frances McDonnell, VIII., North Andover,	'96	600
Nora A. McNulty, VII., 261 Lawrence St.,	'94	600
Matilda C. Lynch, VI., 85 Bradford St.,	'95	550
Hannah C. Garvey, VI., 368 Hampshire St.,	'86	550
Katherine A. Hynes, VI., Methuen,	'97	500
Margaret M. O'Neill, V., 147 Franklin St.,	'95	500

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Mary L. Cotter, V., 58 Exchange St.,	'97	500
Theresa A. Lane, IV., 91 Bennington St.,	'93	500
Margaret A. Brouder, IV., 139 Arlington St.,	'98	450
Catherine F. Flanagan, IV., 358 Oak St.,	'98	450
Nellie M. Reardon, Assistant, 44 Manchester St.,	'99	450
Mary F. Deacy, Assistant, 136 Lawrence St.,	'00	400

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### EMILY G. WETHERBEE SCHOOL.

*Includes all elementary grades above the third year, west of the  
B. & M. R. R., in South Lawrence.*

Frank V. Thompson, Master, 170 Salem St.,	'97	\$1,400
Hannah E. Coughlan, 176 Salem St.,	'98	600
Mary F. Collins, VIII., 55 South Broadway,	'93	600
Nellie G. Hayden, VII., Methuen,	'97	550
Grace M. Nesbittt, VII., 250 Jackson St.,	'98	500
Marietta Shanahan, VI., 279 Salem St.,	'88	550
Ida B. Hagar, VI., 11 Tremont St.,	'99	450
Grace E. Eastman, V., 44 Summer St.,	'98	450
Nora R. O'Neil, V., 46 Winthrop Ave.,	'97	500
Lauretta M. McCabe, IV., 17 Margin St.,	'99	450
Margaret A. Houston, IV., 258 Broadway,	'99	450
Ellen T. Holland, 15 Brookfield St.		

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### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street.)

*Includes first three grades west of B. & M. R. R., in South  
Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Carrie J. Pingree, IV., 259 Andover St.,	'81	500
Annie V. Healey, III., 342 South Broadway,	'91	500

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M. Elizabeth Dowd, III., 155 Salem St.,	'92	500
Mollie B. Marsh, II., 106 Blanchard St.,	'95	500
Mary H. Callahan, II., 69 Exeter St.,	'96	500
Sara A. White, II., 48 Holly St.,	'97	500
Jennie M. Quealy, I., 463 Canal St.,	'99	450
Genevieve A. McConnor, 23 Foster St.		

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## DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway.

Margaret G. O'Brien, I., 23 Cross St.,	'98	\$450
Josephine A. Kelley, I., 89 Newton St.,	'93	500
Nellie S. Stackpole, I., 66 Abbott St.,	'95	500
Carrie M. Hobbs, I., 78 Farnham t.,	'98	450

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## UNION STREET SCHOOL.

Andover Street (corner South Union Street.)

*Includes first two grades east of Parker Street and Winthrop Avenue, in South Lawrence.*

Mary A. Kehoe, Principal, II., 8 Tremont St.,	'82	\$600
Sarah E. Webster, II., 318 Andover St.,	'81	500
Maud Vatter, II., 22 Albion St.,	'91	500
Annie A. Toye, I., 240 Andover St.,	'93	500
Emma V. Hurst, I., 14 Lawrence St.,	'97	500
Margie C. Connor, I., 144 Bailey St.,	'99	450
Mary E. Sullivan, Assistant, 145 Saratoga St.,	'99	450
Z. Alice McKenney, 135 Bradford St.,	'00	400
Ella M. Churchill, Assistant, 11 Cedar St.,	'99	400

### ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Saratoga Street.*

Sara E. Holt, Principal, 265 Haverhill St.,	'78	\$600
Lola F. Clifford, III., 115 Spruce St.,	'97	500
Bridget A. Halley, III., 351 Oak St.,	'86	500
Helen M. Bean, III., 54 Holly St.,	'62	500
Elizabeth F. Conway, II., 115 Park St.,	'88	500
Grace F. Conway, II., 1 Tremont St.,	'89	500
Mabel E. Hemenway, II., 7 Jackson Ct.,	'93	500
Letitia Wilcox, I., North Andover,	'96	500
Marie E. Sandiford, I., 76 Trenton St.,	'97	500
Katherine W. Murray, Assistant, 16 Highland St.,	'98	450
Mary M. Butler, Assistant, 93 Bradford St.,	'99	450
Bertha E. Wilson, Assistant, 26 Warren St.,	'99	400
Ellen G. Dunn, IV., 87 Cross St.,	'94	500
Mary A. Kennedy, IV., 181 Prak St.,	'00	400

### PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets.)

*Includes first three grades between Jackson and Bennington Streets, north of Spicket River.*

Georgia Patterson, Principal, III., 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, II. and III., 117 Oak St.,	'83	500
Florence L. Abbott, II., 50 Thorndike St.,	'95	500
Helen S. Chubb, I., 109 Berkeley St.,	'91	500
Margaret G. Kennedy, I., 45 Willow St.,	'97	500
Agnes A. Ashe, Assistant, Methuen,	'98	450
Eleanor F. Sullivan, Assistant, 106 Oak St.,	'00	400



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### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street.).

*Includes first three grades east of Jackson Street and north of Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III., 110 East Haverhill St.,	'74	\$550
Fanny H. Stratton, II., 126 East Haverhill St.,	'76	500
Martha J. Sargent, I., 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, I., 118 East Haverhill St.,	'85	500

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### BERKELEY STREET SCHOOL.

Berkeley Street (corner Berkeley Court.)

Bertha M. C. Bruckmann, Principal, IV., 350 Prospect Street,	'98	\$450
Ethel C. Ramsey, II., 33 Bruce St.,	'98	450
Kathleen C. Doheny, II., 182 Hampshire St.,	'98	450
Mabel M. Mullen, IV., 42 Canton St.,	'00	400

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### STORROW SCHOOL.

Storrow Street (near Storrow Park.)

*Includes first three grades south of Platt Street and east of Spicket River.*

Hattie B. Collins, Principal, III., 110 East Haverhill Street,	'78	\$550
Alice Eastham, III. and II., 33 Woodland St.,	'93	500
Alice L. Trott, II., 9 Howard St.,	'91	500
May B. Mowatt, I., 57 High St.,	'95	500
Margaret W. Mowatt, Assistant, 57 High St.,	'97	500
Maria T. Cogger, Assistant, 12 Lowell St.,	'99	450

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WALTON SCHOOL.

Methuen Street (corner Newbury Street.)

*Includes first three grades between Spicket River and Jackson Street, south of Summer Street.*

Fanny S. Lee, Principal, I., 31 East Haverhill St.,	'59-'78	\$550
Elizabeth T. DeCourcy, III., 203 Haverhill St.,	'90	500
Nellie L. Stoddard, I. and II., 86 Jackson St.,	'77	500
Katherine M. Nolan, I., Andover,	'98	450

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## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket River.*

Nellie E. Smart, V., Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V. and IV., 63 Newbury St.,	'83	500
E. Mabel Andrews, IV., 30 Summer St.,	'95	500
Willa Cragin, IV., 159 High St.,	'96	500

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## HARRINGTON SCHOOL.

Newbury Street (corner Elm Street.)

*Includes first three grades between Jackson Street and Spicket River, north of Summer Street.*

Leslie Dana, Principal, III., 7 East Haverhill St.,	'76	\$550
Florence D. Hall, III. and II., 100 Saunders St.,	'84	500
Margaret E. Loftus, II. and I., 153 Newbury St.,	'93	500
Ada L. Riordan, I., 41 Mechanic St.,	'96	500

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### AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street.)

*Includes first three grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

Ellen M. Dooley, Principal, III., Methuen,	'91	\$550
Mary E. Leary, II., 55 Osgood St.,	'88	500
Genevieve M. Tierney, I., 223 Hampshire St.,	'95	500
Caroline A. Carpenter, I., 17 Rhine St.,	'96	500
Mary G. Brogan, Assistant, 203 Oak St.,	'97	500
Alice T. Keefe, Assistant, North Andover,	'00	400

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### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V., 126 Franklin St.,	'81	\$600
Josephine L. Chase, IV., 305 Lowell St.,	'82	500
Anna C. Lane, III. and IV., 91 Bennington St.,	'95	500
Helen G. Kennedy, III., 74 Centre St.,	'96	500

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### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R., south of Spicket River.*

Pamelia J. Ladd, Principal, V., 49 Bradford St.,	'67	\$600
Nellie A. Mahony, V., 65 Bradford St.,	'89	500
Mattie M. Hatch, IV., 27 Cross St.,	'92	500
Mary A. Mahony, IV., 65 Bradford St.,	'96	500

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### FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Cedar Street and Florence Place.*

Caroline G. Donovan, Principal, III., 56 Bradford St.,	'94	\$550
Edith M. Messer, II., 449 Broadway,	'87	500
Margaret L. Shanahan, I., 44 Lawrence St.,	'96	500
Mary A. V. Farley, I., 19 Bennington St.,	'96	500

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### RIVERSIDE SCHOOL.

School Street (corner Doyle Street.)

*Includes first three grades west of M. & L. R. R. and south of Essex Street.*

Annie F. McDermott, Principal, III., 460 Lowell St.,	'81	\$550
Florence E. Griffin, III., 54 Hampshire St.,	'78	500
Grace E. Kingston, II. and I., 58 Bellevue St.,	'94	500
Edna B. Russell, I., 335 Broadway,	'96	500
Mary T. Cassidy, Assistant, 600 Haverhill St.,	'98	450

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### LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street.)

*Includes first three grades west of M. & L. R. R., north of Essex Street, south of Haverhill Street, and west of Forest Street.*

Mary A. Dame, Principal, II., 150 Broadway,	'73	\$550
Anne S. Lane, II., 79 Butler St.,	'80	500
Elizabeth Stafford, I., 78 Butler St.,	'96	500
Anna J. Murray, I., 36 Warren St.,	'96	500
Florence E. Griffin, III., 54 Hampshire St.,	'78	500
Elizabeth S. McGregor, Assistant, 13 Lake St.,	'99	450

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 WASHINGTON SCHOOL.

Manchester Street (corner Washington Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of the M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery*

Katharine G. Flemming, Principal, III., 173 Haver-

hill St.,	'82	\$600
Elizabeth F. Devlin, III., 15 Cross St.,	'86	500
Lizzie M. Crabtree, II., 79 Warren St.,	'92	500
Emma H. Kidd, II., 110 Cross St.,	'96	500
Alice V. Fitzgerald, I., 44 Lawrence St.,	'00	400
Mabel J. Cheney, I., North Andover,	'94	500

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## TRAINING SCHOOL.

Oak Street (rear Oliver School.)

*Includes first five grades south of Spicket River, between east Haverhill, Jackson and Lawrence Streets.*

Lelia M. Lamprey, Principal, 277 Haverhill St.,	'80	\$1,100
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## ASSISTANTS.

Ella F. Eastman, 44 Summer St.,	'80	\$750
Annie L. O'Connor, 55 Cross St.,	'93	700
Emma J. Greenwood, 4 Concord St.,	'96	600

## SUB-TEACHERS.

Room 1.	{	Elizabeth D. Rideout, IV. and V., 332 Broadway.
		Elsie R. Houston, 216 Broadway.
		Daisy R. Stevens, 98 Auburn St.
		Mary A. Sullivan, 357 Oak St.
		May I. Lawlor, 100 Bennington St.
Room 2.	{	Bessie G. Gainey, IV., 1 Kingston St.
		Cora A. Miles, 33 Railroad St.
		Grace L. Conlin, 88 Garden St.
		Edith L. Whittemore, 5 Springfield St.

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Room 3.	{	M. Evelyn Josselyn, III., 1 Methuen St.
		L. Florence Kennedy, 795 Essex St.
		Margaret M. Griffin, 207 Chestnut St.
		Edna L. Stratton, 69 Garfield St.
Room 4.	{	Jessie R. Brown, II., 13 Cedar St.
		Agnes G. Donovan, 94 Bradford St.
		Mary E. Corkhill, 234 Park St.
		Lydia H. Mahoney, 165 Margin St.
Room 5.	{	Myra H. Warburton, II. and I., 26 Crescent St.
		Anna F. Churchill, 197 Oak St.
		Josephine M. Lundberg, 293 Broadway,
Room 6.	{	Ellen I. McCartin, I., 50 Warren St.
		Mary E. Geraghty, 25 Allen St.
		Laura A. D. Lord, 13 Cross St.

## SUB-JUNIORS.

Mary E. Carroll, 297 High St.  
 Elizabeth F. Donovan, 3 Temple St.  
 Mary E. Flanagan, 26 Kingston St.  
 Lillian Holtham, 26 Bodwell St.  
 Elizabeth A. Lawlor, 100 Bennington St.  
 I. Mae Magoon, 26 Butler St.  
 Gertrude L. O'Connell, 59 Osgood St.  
 Eleanor C. O'Connor, 196 West St.  
 Grace I. O'Neil, 40 Oak St.  
 Enah I. Orff, 154 Newbury St.

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 DIRECTORS OF MUSIC.

High School and Grammar Schools.

William W. Keayes, Melrose Mass.,	'75	\$600
Middle and Primary Schools.		
Mary Elinor Mahoney, 182 Hampshire St.,	'99	650

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 DIRECTORS OF DRAWING.

A. W. Scribner, 938 Essex St.,	'91	\$1,400
Eleanor I. Curtis, 182 Hampshire St.,	'96	800



## SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 55 Jackson St.,	'99	\$1,200
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## TEACHER OF ELOCUTION.

## HIGH SCHOOL.

Frances Waterhouse, 44 Lawrence St.,	'00	\$300
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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$500
Gertrude M. Joyce, 78 East Haverhill St.,	'86	500

## EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

Frederic N. Chandler, Principal.

Edward S. Riley,	Noelia Dubrule,
Walter O. Jewell,	John S. Lynch,
Edward P. Morton,	Perley D. Smith,
Alex. H. Wadsworth,	Augustine X. Dooley,
Daniel A. Arundel,	Michael A. Sullivan,
Daniel J. Murphy.	

*Drawing.*

A. W. Scribner,	George M. Tatrow,
	W. D. Rundlett.

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Wesley B. Lindner,	George E. Walker,
Z. A. Berthiaume,	Daniel A. Norton,
Fred H. Matthes,	James H. Clifford,
George McLane,	William J. Quigley,
Thomas F. Delaney,	Fred G. Bucholdt,
William J. Delaney,	Joseph LaFrance,
Harry R. Lawrence,	Emile E. Cyr,
Matthew Cregg,	Mary A. O'Brien,

Frances O'Herlihy,	Lizzie Carroll,
Julia M. Heffernan,	Valeda E. Marier,
Nora T. Murphy,	Katie McKenna,
Sadie McKenna,	Eva Morache,
Grace Hanrahan,	Ellen M. Quigley,
Nonie M. Ahern,	Gerthrude McArdle,
Anna T. Desmond,	Mary E. Daley,
Mary A. Linehan,	May Kittredge,
	Annie Mulholland,

## ESSEX STREET SCHOOL.

Frederick C. Wainwright, Principal.

Edward McAnally,	Hormidas Girard,
Margaret Brennan,	Minnie Kingston,
	F. X. Belle Isle.

## PACKARD SCHOOL.

Joseph Donovan, Principal.

T. H. Vincent,	W. J. Graham,
Annie T. O'Brien,	James W. Sewell,
	William J. Lena.

## TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

Office at High School Building. Hours: 7.45 to 8.30 A. M., and 11.15 A. M. to 12 M.; and 4 to 5 P. M. Visit out stations each day: John R. Rollins School for Prospect Hill Schools; at Packard and Emily G. Wetherbee for South Side Schools; at Warren Street for schools west of railroad; at Cross Street for schools east of railroad and west of Amesbury and White Streets. All other schools report at office.

## JANITORS.

Storrow School,	}	Patrick J. Moran, 117 Garden St.
Walton School,		
Newbury Street School,		
Prospect Street School,	}	John Dolan, 121 Elm St.
Harrington School,		
Oak Street School,		
Hampshire Street School	}	Charles Sharkey, 47 Chelmsford St
Park Street School,		
Amesbury Street School,		
Essex School,	}	R. G. Newton, 9 Merrimack View.
Lowell Street School,	}	William Butler, 32 Warren St.
Warren Street School,		
Riverside School,		
Packard School,	}	John Scannell, 7 Chester St.
Packard School Annex,		
Union Street School,	}	Thos. J. McLaughlin, 234 Union St.
High School,	}	Andrew J. Dunn, 21 Buswell St.
Oliver School,		Patrick Murley, 283 Elm St.
Washington School,	}	John Hayes, 236 Lawrence St.
Arlington School,		
John R. Rollins School,	}	Waldo H. Lesure, 5 Home St.
John K. Tarbox School,	}	John Haggerty, 196 Park St.
Manual Training School,	}	John Mahoney, 134 Oak St.
Emily G. Wetherbee Sc'l,	}	Daniel Donovan, 222 Salem St.
Daniel Saunders School,	}	M. F. Donovan, 446 Andover St.
Daniel Saunders School,		
Annex,		
Cross Street School,	}	R. W. Patterson, 59 Concord St.
Franklin School,		

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## CALENDAR.

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The first term of the year begins Monday, January 2, and continues thirteen weeks, ending Friday, March 29.

The second term begins Monday, April 8, and continues twelve weeks, ending Thursday, June 27.

The third term begins Tuesday, September 10, and continues fifteen weeks, ending Friday, December 20.

### HOLIDAYS.

New Year's Day, Washington's Birth Day, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs April 1, and the period in summer from June 27 to September 10.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School, from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

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## NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., at 1 P. M. or at 6.30 P. M., indicates that the sessions of the schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE

**FOR 1901.**

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON JAMES F. LEONARD, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
J. E. BURKE,	<i>Secretary</i>

## MEMBERS.

	Term	Exp.
Ward 1. BENJAMIN P. CHENEY,		1902
1 Logan Street.		
OTTO MULLER,		1902
108 East Haverhill Street.		
Ward 2. CHARLES A. McCARTHY, M. D.,		1902
15 Trenton Street.		
WILLIAM J. McCARTHY,		1902
136 Elm Street.		
Ward 3. DANIEL F. McCARTHY,		1901
231 Oak Street.		
JOHN BREEN,		1901
369 Oak Street.		
Ward 4. MAURICE J. MAHONEY,		1901
182 Hampshire Street.		
THOMAS TETREAU, M. D.,		1901
61 Franklin Street.		
Ward 5. GEORGE S. J. HYDE,		1903
620 Haverhill Street.		
WILLIAM HENDRY,		1903
17 Essex Avenue.		
Ward 6. MICHAEL J. SULLIVAN,		1903
59 Farnham Street		
PHILIP A. McCARTHY,		1903
55 Osgood Street.		

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*STANDING COMMITTEES.*

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ADVISORY AND AUDITING—Messrs. Breen, D. F. McCarthy and Hyde.

MUSIC—Messrs. Mahoney, Hendry and Cheney.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, D. F. McCarthy, Mahoney, W. J. McCarthy, Cheney and P. A. McCarthy.

PRIVATE SCHOOLS—Messrs. Dr. Tetreau, Hyde and Dr. McCarthy.

EVENING SCHOOLS AND DRAWING—Messrs. Sullivan, D. F. McCarthy, Hendry, Dr. Tetreau, Muller and Dr. McCarthy.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, Sullivan, Dr. Tetreau, Dr. McCarthy and Cheney.

GRAMMAR SCHOOLS—Messrs. D. F. McCarthy, Mahoney, Hendry, Muller, W. J. McCarthy and P. A. McCarthy.

RULES—Messrs. Mahoney, Muller and W. J. McCarthy.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. McCarthy, Sullivan, Dr. Tetreau and P. A. McCarthy.

SALARIES—Messrs. Hendry, Breen and Muller.

MANUAL TRAINING—Messrs. Breen, Hyde and Sullivan.

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*MIDDLE AND PRIMARY SCHOOLS.*

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Prospect Street, John R. Rollins, Storow and Walton Schools—Messrs. Cheney and Muller.

Newbury Street, Harrington and Oak Street Training Schools—Messrs. Dr. McCarthy and W. J. McCarthy.

Park Street, Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. D. F. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex and Riverside Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. Sullivan and P. A. McCarthy.

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*SUPERINTENDENT OF SCHOOLS.*

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J. E. BURKE.

Office at High School Building. Hours: School Days, 7.45 to 8.30 A. M., 11.45 A. M. to 12.15 P. M. and 4 to 5 P. M. Every Wednesday, 7 to 8 P. M.



FIFTY-FIFTH  
ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF LAWRENCE

MASSACHUSETTS.

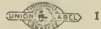


1901.

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LAWRENCE, MASS.,  
AMERICAN PUBLISHING COMPANY,

1902.



# SCHOOL COMMITTEE

FOR 1901.

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REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

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HON. JAMES F. LEONARD, Mayor,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
J. E. BURKE,	<i>Secretary</i>

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## MEMBERS.

	Term	Exp.
<i>Ward 1.</i> BENJAMIN P. CHENEY, 1 Logan Street.		1902
OTTO MULLER, 108 East Haverhill Street.		1902
<i>Ward 2</i> CHARLES A. McCARTHY, M. D. 15 Trenton Street.		1902
WILLIAM J. McCARTHY, 136 Elm Street,		1902
<i>Ward 3.</i> DANIEL F. McCARTHY, 231 Oak Street.		1901
JOHN BREEN, 369 Oak Street.		1901
<i>Ward 4.</i> MAURICE J. MAHONEY, 182 Hampshire Street.		1901
THOMAS TETREAU, M. D., 61 Franklin Street.		1901
<i>Ward 5.</i> GEORGE S. J. HYDE, 620 Haverhill Street.		1903
WILLIAM HENDRY, 17 Essex Avenue.		1903
<i>Ward 6.</i> MICHAEL J. SULLIVAN, 59 Farnham Street.		1903
PHILIP A. McCARTHY, 55 Osgood Street.		1903

## STANDING COMMITTEES.

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Advisory and Auditing---Messrs. Breen, D. F. McCarthy and Hyde.

Music---Messrs. Mahoney, Hendry and Cheney.

Text Books and Supplies---Messrs. Hyde, D. F. McCarthy, Mahoney, W. J. McCarthy, Cheney and P. A. McCarthy.

Private Schools---Messrs. Dr. Tetreau, Hyde and Dr. McCarthy.

Evening Schools and Drawing---Messrs. Sullivan, D. F. McCarthy, Hendry, Dr. Tetreau, Muller, and Dr. McCarthy.

High School and Normal Department of Training School---Messrs. Breen, Hyde, Sullivan, Dr. Tetreau, Dr. McCarthy and Cheney.

Grammar Schools---Messrs. D. F. McCarthy, Mahoney, Hendry, Muller, W. J. McCarthy and P. A. McCarthy.

Rules---Messrs. Mahoney, Muller and W. J. McCarthy.

School Houses and Sanitation---Messrs. Dr. McCarthy, Sullivan, Dr. Tetreau and P. A. McCarthy.

Salaries---Messrs. Hendry, Breen and Muller.

Manual Training---Messrs. Breen, Hyde and Sullivan.

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## MIDDLE AND PRIMARY SCHOOLS.

Prospect Street, John R. Rollins, Storrow and Walton Schools---Messrs. Cheney and Muller.

Newbury Street, Harrington and Oak Street Training School---Messrs. Dr. McCarthy and W. J. McCarthy.

Park Street, Amesbury Street, Hampshire Street and John K. Tarbox Schools---Messrs. D. F. McCarthy and Breen.

Arlington, Franklin, Cross Street and Washington Schools---Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex and Riverside Schools---Messrs. Hyde, and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools---Messrs. Sullivan and P. A. McCarthy.

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## SUPERINTENDENT OF SCHOOLS

J. E. BURKE.

Office at Old High School Building. Hours: School days, 7.45 to 8.30 a. m., 11.45 a. m. to 12.15 p. m. and 4 to 5 p. m. Every Wednesday, 7 to 8 p. m.

NOTE.—At the regular meeting of the School Committee held December 26, 1901, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that four thousand (4000) copies of the same be published for distribution.

# SUPERINTENDENT'S REPORT.

LAWRENCE, MASS., DECEMBER 26, 1901.

*To the School Committee of the City of Lawrence :*

GENTLEMEN:—I have the honor of submitting to you my eighth annual report of the Public Schools of Lawrence, which forms the Fifty-fifth of the series of annual reports of this department.

## FINANCIAL STATEMENT.

The following is the financial summary for the year ending December 31, 1901:

### *Receipts.*

Appropriation by City Council.....	\$180,000 00
From tuition and sale of books.....	74 70
Overdraft .....	5,727 84
Total ....	\$185,802 54

### *Expenditures.*

Salaries of teachers.....	\$141,301 20
Salaries of janitors .....	12,603 50
Salary of Superintendent ...	3,000 00
Salaries of truant officers...	2,060 00
For text books.....	4,961 58
For supplies .....	6,692 29
For fuel ....	11,289 55
For incidentals..	3,894 42

Total .....	\$185,802 54
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The following is a comparative estimate of expenditure for the years 1900 and 1901:

	<i>Expenditure during 1901.</i>	<i>Expenditure during 1900.</i>	<i>Increase.</i>	<i>Decrease.</i>
Salaries of teachers .....	\$141,301 22	\$133,097 32	\$8,203 90	
Salaries of janitors .....	12,603 50	11,466 00	1,137 50	
Salary of Superintendent, ..	3,000 00	3,000 00		
Salaries of truant officers....	2,060 00	2,065 00		\$5 00
For text books .....	4,961 58	3,685 36	1,276 22	
For supplies .....	6,692 29	5,239 92	1,452 37	
For fuel .....	11,289 53	8,983 11	2,306 42	
For incidentals .....	3,894 42	3,716 47	177 95	
Totals,	<u>\$185,802 54</u>	<u>\$171,253 18</u>	<u>\$14,554 36</u>	<u>\$5 00</u>
Total increase during 1901,				\$14,549 36



During the year 1900 the School Department expended for support of all its schools the sum of \$171,253.18. The City Council for the year 1901 accordingly made an appropriation of \$180,000. The expenditure for the year 1901 amounts to \$185,802.54; \$14,549.36 greater than that expended in 1900, and \$5,727.84 in excess of our current appropriation. From the table of comparative expenditure published above it is clearly noticeable that, apart from the logical increases for textbooks and school supplies, the principal items of increase include (1) fuel for large buildings newly erected, (2) services of janitors for the care and protection of the same, and (3) teachers' salaries, a constantly increasing item of expenditure in any growing community in consequence of the additional numbers of teachers necessarily employed.

In my last annual report to the School Committee I recommended that the City Council be requested to make a special appropriation ample for the equipment of the laboratories of the new high school. I disbelieved that the cost of such equipment should be legitimately included in the regular school draft. I made no argument for laboratory equipment; I simply suggested the demand. It was patent that the excellent laboratories of this school were worthless without appropriate apparatus. The City Council however made no appropriation, the purchase of supplies was postponed, and consequently all work in Physics, Chemistry and Biology was practically suspended.

So serious became the situation that the School Committee finally decided to assert its prerogative, to procure

the necessary equipment, to classify all bills for the same as "special," and to embody them in this report as a special account. Accordingly these items of expenditure are submitted herewith, but in justice to the School Committee they must not be included in regular current cost of the maintenance of schools. They belong to a classification distinct by themselves, and are to be considered a part of ordinary school expenditure no more than the cost of repairs upon buildings or the purchase of furnishings for the same.

These special bills are as follows:—

Ginn & Company, \$16.67; Howell, Edward E., \$1.50; Knott Apparatus Company, \$112.77; Lloyd, Andrew J., & Company, \$766.96; Porter, W. S., \$3.75; Zeigler Electric Company, \$590.05; Incidental expenditure, \$23.25; total, \$1,514.95.

## CONSOLIDATION OF LOWELL NORMAL SCHOOL AND LAWRENCE TRAINING SCHOOL.

Early in the year the School Committee entered into communication with the State Board of Education with reference to incorporating our local training school as a part of the Lowell Normal School system in such a manner that Lawrence girls might pursue their theoretical and academic studies at Lowell and complete their course by a period of practice work in our local institution. After full consultation and deliberation the following agreement was effected by the two parties having the subject under consideration:—

### SECTION I.

The City of Lawrence Agrees:

1. To the use of the Oak Street Training School by the

Lowell Normal School as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

2. To furnish, heat, clean and repair the buildings, and care for the grounds.

3. To provide principal and assistant teachers not exceeding in number the number of rooms, and to maintain the schools upon the same basis as other similar schools of said city of Lawrence.

4. All and each of the above provisions, shall be satisfactory to the Board of Education of the Commonwealth of Massachusetts.

## SECTION II.

The Commonwealth of Massachusetts Agrees:

1. To use the Oak Street Training School as a school of Observation and Practice, and such other schools as may be used for practice schools, in such a manner as to equal at the least the general educational requirements of the School Committee of said city of Lawrence.

2. To pay to the principals and assistant teachers of the said schools, in addition to the amount paid by said city of Lawrence such salaries as shall be necessary to provide teachers qualified for the peculiar work of said schools.

3. To expend for text books, supplies and apparatus, in addition to the money expended by said City of Lawrence for the said purpose, such sums of money as shall be necessary for the proper conduct of said schools as schools of observation and practice, such material to be marked "Property of the State Normal School, Lowell, Mass."

4. All and each of the above named provisions shall be with the approval of the School Committee of the said city of Lawrence.

## SECTION III.

It is Further Mutually Agreed by Said City of Lawrence and the Commonwealth of Massachusetts:

1. That all teachers of the School of Observation and Practice shall be nominated by the principal of the Normal School, their election, as for all teachers, being by the School Committee of said city of Lawrence.

2. That all courses of study, text-books and changes therein, shall be approved by the principal of the Lowell Normal School and the School Committee of said city before going into effect.

3. That all matters of promotion, discipline, attendance and truancy, shall be under the care of the School Committee of said city of Lawrence.

4. It is finally mutually agreed by said city of Lawrence and the Commonwealth of Massachusetts, that this agreement shall be subject to such modifications as shall be agreed upon hereafter by said city and said Commonwealth.

The plan of consolidation became virtually operative upon the opening of the school year in September. The pupil-teachers who were members of the Lawrence Training School at that time remain, and will complete their course under precisely the same conditions that originally obtained. The last of these classes will be graduated in February, 1902. Thus our local school will gradually cease to do normal work and eventually will become distinctively a school of observation and practice.

In pursuance of this new departure no girls were admitted to the Lawrence school in September. The young ladies of our city who were desirous of preparing themselves for the profession of teaching entered the Lowell Normal School. There they will remain until their academic and theoretical work is accomplished,

when they will return and complete their course by a period of thorough practice in our Training school. There are many details of adaptation and of consolidation that are still unsettled, and must be worked out slowly, carefully and thoughtfully. But with mutual patience and confidence—which we all shall earnestly foster—our expectations will become realized and the general scheme of incorporation will be perfected harmoniously, satisfactorily and systematically.

### SCHOOLS CONSTRUCTED.

The new high school building was formally opened on the tenth of June. This building, which has been described in detail in previous reports of the School Department, now stands in its completeness, an ornament and a credit to our thriving municipality. With the exception of some trifling defects, which are soon to be remedied, it is most admirably adapted to the laudable purposes of secondary instruction.

The Alexander B. Bruce school, a description of which was given in our last report, is rapidly nearing completion and will satisfy all the educational requirements of the Tower Hill district for some years to come. It is in every respect a beautiful and imposing structure.

### SCHOOLS DEMANDED.

In recent reports I have discussed as vigorously as I knew how, the demand for additional school accommodations North and East of the Spicket River, yet the close of another year presents no relief for the children of this congested district. The situation, lamentable heretofore, has now become well-nigh appalling. We continue to occupy the vestry of the Methodist Episcopal Church on



Arlington Street and the School Building of the German Association on Berkeley Street, temporary quarters which are wholly undesirable but which comprise the only available accommodations in these neighborhoods. Immediate action should be taken to secure permanent relief by the erection of a building of fourteen or sixteen rooms at some central point in this populous section. And pending the erection of this large central building the city should provide for temporary emergencies by the addition of rooms to the Arlington, Rollins and Storrow schools, the expense of which would be inconsiderate in view of the large amounts now expended for rentals.

South Lawrence will require additional accommodations in the near future. To the School Committee it seems wise, if not absolutely imperative, to make the Boston and Maine railroad tracks the dividing line between the Union Street and Packard schools on the one side, and the Daniel Saunders and Emily G. Wetherbee schools on the other. The reasons therefor are obvious. Grade crossings are a source of imminent danger to children. The School Committee dislikes to assume the responsibilities of accidents that might occur in these instances. As a consequent of this careful and thoughtful provision of the School Committee, one school in this district—the Saunders—has a comfortable membership and could easily accommodate more pupils than those in attendance; but another—the Union street school—is deplorably overcrowded and contains in its six class-rooms 325 pupils of grades one and two. The necessity for relief is urgent, and soon the School Committee will be called upon to devise some solution of the problem here presented.



## UNPRETENTIOUS SCHOOL-HOUSES.

Within the past few years Lawrence has erected at considerable expense several large school buildings. In the very centre of the city is our magnificent high school. Crowning two of our lovely hills are a grammar school buildings beautiful in design and architecture. South Lawrence boasts of its artistic Emily G. Wetherbee School. Less attractive than any of the others, but none the less desirable in interior serviceableness, is the John K. Tarbox School on Walnut Street. I do not recommend this last building as a model of art or construction, but I do commend it for its simplicity and its relative inexpensiveness.

I am a lover of art and its refinement, and would delight to see all our public buildings the embodiment of artistic beauty. But I realize keenly that Lawrence cannot afford to provide ornamental buildings in sufficient number to accommodate our rapidly increasing school population. And when I see at least a thousand of our pupils affected by unsanitary surroundings, one hundred first grade pupils in an ordinary class room, others in rooms that are dark and uninviting, I cannot but feel that their lives and characters are sacrificed that others may enjoy the richest modern luxuries. Such a condition is undemocratic and unjust. Stern necessity and a positive sense of duty demand that the future school buildings of our city, while being thoroughly hygienic, perfectly lighted, systematically heated and ventilated, be at the same time plain, substantial and unpretentious, devoid of unnecessary ornamentation. The crying need in school house construction today is for less of form and more of substance.

## THE SCHOOLS IN GENERAL.

### GRADUATIONS

The graduation of the class of 1901 of the High School was held in the City Hall on the afternoon of Tuesday, June twenty-fifth. An able and instructive address was delivered by the Rev. William Gibbs, D. D., of this city, and diplomas were presented to sixty-eight graduates by Hon. John Breen, Vice-chairman of the School Committee.

The six grammar schools held their accustomed union graduation exercises at City Hall on Thursday, June twenty-seventh. Remarks were made by the Superintendent of Schools and diplomas were presented to two hundred eighty-seven graduates by Mr. Daniel F. McCarthy, Chairman of the Grammar School Committee.

The Evening High School held exercises of graduation in Library Hall on the evening of Thursday, March seventh. Dr. Gibbs delivered an interesting address, and Mr. Michael J. Sullivan, Chairman of the Evening School Committee, presented diplomas to sixteen graduates.

The names of the graduates of these respective classes and complete programs of their exercises appear in the appendix to this report.

The classes that entered the Normal Training School, February, 1899, having completed the two years' prescribed course, held exercises of graduation in Library Hall on the evening of January twenty-ninth. A thoughtful address was given by Mr. Edward S. Riley, Sub master of the High School, and diplomas were presented by Hon.

John Breen, Chairman of Committee on Normal training school, to the following graduates:

Jessie Rebecca Brown, Bessie Genevieve Gainey, Elsie Rachel Houston, Mary Evelyn Josselyn, Leona Florence Kennedy, Ellen Isabel McCartin, Elizabeth Dorrance Rideout and Myra Harriet Warburton.

The next senior class from the Normal Training School were graduated on the afternoon of June twenty-fourth. The exercises were held in the Assembly Hall of the new High School Building. Hon. Frank A. Hill, Secretary of the State Board of Education, delivered an appropriate address, and Ex-Mayor Breen presented diplomas to the following graduates:

Grace Loretta Conlin, May Ignatia Lawlor, Cora 'Annie Miles, Daisy Ella Stevens, Mary Agnes Sullivan and Edith Louise Whittemore.

At the close of the term in January, the following named young ladies completed the half-year supplementary course required for graduates of the State Normal Schools:

Mary E. Corkhill, Lydia H. Mahoney, Josephine M. Lundberg, Laura A. D. Lord, Ellen T. Cooney, Ellen T. Holland and Genevieve A. McConnor.

#### PRIZES

The thirteenth annual contest by the senior class in the High School for the Valpey prizes occurred in City Hall on the twenty-second day of May. The following named gentlemen constituted the committee of award:

Mr. William McCallum, Mr. Walter Coulson and Dr. William J. Sullivan. The successful competitors were Ada B. Locke and Michael S. O'Brien.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Mary J. Conway and Armand W. Benoit.

The Willard B. Perkins prizes for the encouragement of English composition in the High School were awarded to the following successful competitors:

Class of 1901—Mabel E. Emerson and Sherman L. Lewis.

Class of 1902—Mabel J. Truell and John J. Finegan.

Class of 1903—Florence Welton and John J. Higgins.

Class of 1904—Florence Hall and Philip O'Connell.

The Hood prizes for the schools making the most marked progress during the year were awarded to the Oliver, the Packard Annex and the Riverside schools.

The (Bishop) Lawrence prizes for excellence in sewing were awarded by a committee comprising Mrs. Harriet M. Wainwright and Mrs. Ellen S. O'Brien, to the Essex and Emily G. Wetherbee Schools.

### CHANGES OF TEACHERS.

#### RESIGNATIONS

Frank V. Thompson, Master of the Emily G. Wetherbee School; Michael E. Fitzzgerald, Master of the same school; Fanny S. Lee, Principal of the Walton School; Katherine G. Fleming, Principal of the Washington School; Louise S. Halley, Sarah L. Bradley, Alice O'Malley, Frances Waterhouse, High School; Agnes Golden, Oliver School; Louise F. Wilkinson, Packard School; Matilda C. Lynch, Hannah C. Garvey, John K. Tarbox School; Nellie A. Mahoney, Cross Street School; Edna B. Russell, Riverside School; Mabel E. Hemenway, Arlington School; Emma H. Kidd, Washington School.

## PROMOTIONS

Elizabeth T. DeCourcy, from Walton School to principalship of same; Elizabeth F. Devlin, from Washington School to principalship of same.

## LEAVE OF ABSENCE

Granted to Emma V. Hurst of Union Street School.

## NEW APPOINTMENTS

To the High School, Laurence J. O'Leary, Katherine R. Regan, Bertha A. Merrill, Julia H. Leader, Bertha M. Robinson, Carl S. Milliken, Julia M. Heffernan; to the Packard School, Helen F. Gainey, May Stratton; to the Essex School, L. Florence Kennedy; to the Emily G. Wetherbee School, Michael E. Fitzgerald, Master; John F. Higgins, Master; to the John R. Rollins School, Ella M. Eastman, Grace L. Conlin; to the Union Street School, Helena F. Hughes, Ellen T. Cooney, Ellen T. Holland; to the Arlington School, Louise A. McGowan; to the Park Street School, Mary A. Corkhill; to the Prospect Street School, Rachel H. Stannard, M. Evelyn Josselyn; to the Walton School, Bessie G. Gainey; to the Riverside School, Elsie R. Houston, Ellen I. McCartin; to the Lowell Street School, Myra H. Warburton, Lydia H. Mahoney; to the Washington School, Jessie R. Brown; to the Training School, Laura K. Prescott.

## TRANSFERS

From Oliver to Tarbox, Caroline S. Brady; from Arlington to Tarbox, Mary A. Kennedy; from Saunders to Washington, Sarah A. White; from Essex to Cross Street, Grace A. O'Connor; from Lowell to Washington, Elizabeth S. McGregor; from Union Street to Arlington



Annex, Mary A. Sullivan; from Wetherbee to Walton, Grace E. Eastman; from Walton to Union Street, Katherine M. Nolan; from Union Street to Wetherbee, Ellen T. Holland.

### AN HONEST, FAITHFUL MEMBER.

With the closing of the present year there retires from the School Committee a gentleman who, during twenty-one consecutive years, has served the City of Lawrence as a member of its Board of Education. He is excelled by no gentleman in our municipality—if indeed he be by any School Committeeman in our entire Commonwealth—in generous and unselfish contribution of valued time and sterling worth to the cause of popular education.

Unflinching he served in whole committee and upon several important sub-committees, always persistent, ever vigilant, with mind and eye singly directed toward the schools' truest and highest interests.

During the incumbency of the present superintendent, and for years previous thereto, he has occupied the most important position within the appointment of his colleagues, that of membership upon the advisory committee. His counsel and advice were ever sought, ever graciously given, and were ever found to be wise, conservative and reliable. His reasoning was sound, his judgment unerring.

For his sturdiness of character, his unsullied integrity, his consistent and steadfast adherence to principle, his courage of conviction, his fearlessness of thought and of utterance, his untiring watchfulness and whole-souled



devotion to the welfare of our schools—for these and all his other manly attributes—I would place a humble token of appreciation and respect upon the desk of the truly honorable Daniel F. McCarthy.

### CONCLUSION.

In conclusion I renew my expression of obligation to the School Committee, teachers, truant officers, members of the press and the many others who are earnestly striving for educational progress, that the opportunities of our pupils may be magnified and that the future welfare of the State may be assured.

Respectfully submitted,

J. E. BURKE,

*Superintendent of Schools.*

## REPORT OF TRUANT OFFICERS.

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LAWRENCE, MASS., DECEMBER 31, 1901.

*Mr. J. E. Burke, Superintendent of Schools :*

MY DEAR SIR:—The following is the report of the Truant Officers for the year ending December 31, 1901:

In presenting this report we would say that the work of this branch of the school service is principally of a routine character, differing only from year to year, in the amount of work performed. In taking the school census, a perfect knowledge of the city is very essential to ensure a complete and correct result. In dealing with truants and absentees from school, the work is principally of an advisory character, and only when all other means have failed, is the penalty enforced. In the issuing of labor certificates, when the applicant has been a resident of the city for any length of time, there is no difficulty, but when the applicant is a recent arrival in the city, not having attended our schools, his name not appearing on our census book, and not appearing to be of the required age, we are obliged to require either a birth or baptismal record, before a labor certificate is issued. In cases of contagious diseases, on receipt of information, the teachers are promptly notified in every instance and the ex-

cluded pupils are not allowed to return to school until the proper certificate is presented from the Board of Health.

### SCHOOL CENSUS

In accordance with the recent changes in the laws governing the taking of this census, it is commenced on the first of September and completed before the fifteenth of November. The following table is submitted:

	1901	1900	1899	1898	1897
Ward 1, . .	1696	1665	1599	1542	1487
Ward 2 . .	1226	1208	1085	1103	1055
Ward 3 . .	1780	1756	1645	1752	1721
Ward 4, . .	1936	1819	1752	1786	1839
Ward 5, . .	2091	1978	1990	1968	1916
Ward 6, . .	2160	2101	1974	1934	1798
Totals, . .	10,889	10,527	10,045	10,085	9816

Increase for 1901 over 1900, 362. Increase over 1897, 1073.

## TRUANCY.

The following table shows the amount of work done under the above heading, during the year:

1901.	No. of Schools Visited.	No. of Absences reported by Teachers	No. of absences without permission of Parents	No. of second offences.	No. of third offences.	No. of Parents or Guardians notified.	No. returned to school from the street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January, . . . .	381	146	5	3	2	128	5	1	1	11
February, . . . .	270	118	13	4	0	108	7	0	0	8
March, . . . . .	346	153	17	7	1	139	10	0	0	4
April, . . . . .	260	150	23	8	3	114	13	0	0	1
May, . . . . .	321	147	29	16	9	122	7	4	4	3
June, . . . . .	275	91	13	7	2	76	4	0	0	3
*September, . . .	65	30	13	5	9	0	4	0	0	4
*October, . . . .	40	10	3	2	2	24	0	0	0	0
November, . . . .	247	62	20	10	7	59	1	2	2	0
December, . . . .	146	44	5	1	1	35	0	0	0	0
Totals, . . . . .	2351	951	141	63	36	805	51	7	7	34

## RESULT OF PROSECUTIONS.

Placed on Probation . . . . . 2

Committed to Truant School . . . . . 5

\*During the months of September and October the officers were taking the school census.

LABOR CERTIFICATES.

Under the above heading, the following table is submitted:

1901	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total.
Certificates Issued.	79	70	116	87	96	113	155	85	87	81	54	66	1089

Increase for 1901 over 1900..... 326.

## CONTAGIOUS DISEASES.

In the following table will be found the number of contagious diseases reported by the Board of Health, and from other sources during the year:

DISEASE 1901.	Jan.	Feb.	March	April	May	June	Sept.	Oct.	Nov.	Dec.	Totals
Diphtheria	15	8	16	11	4	10	2	9	12	6	93
Scarlet Fever	1	4	2	1	2	2	3	7	3	7	32
Measles	1	6	3	1	8	3	1	0	0	2	25
Totals,	17	18	21	13	14	15	6	16	15	15	150



In conclusion we would return our sincere thanks to the members of the School Committee, and to you, Sir, for many favors bestowed; to the teachers, Police Department, and many others for their kindness and assistance during the year.

Respectfully submitted,

JAS. R. McGOWAN,

EDWIN J. CATE,

*Truant Officers*

## STATISTICS.

Valuation of the city for the year 1901.....	\$40,654,758 00
Total expenditures for schools, exclusive of new buildings and repairs.....	185,802 54
Population of the city, census of 1895.....	52,164
Population of the city, census of 1900.....	62,559
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1900 .....	10,527
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1901 .....	10,889
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1900....	7,131
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1901..	7,735
Aggregate enrollment from Jan. 1, 1900, to Jan. 1, 1901 .....	8,784
Average number belonging from Jan. 1, 1900, to Jan. 1, 1901.....	6,904
Average attendance from Jan. 1, 1900, to Jan. 1, 1901 .....	6,500
Aggregate enrollment from Jan. 1, 1901, to Jan. 1, 1902 .....	8,800
Average number belonging from Jan. 1, 1901, to Jan. 1, 1902 .....	7,038
Average attendance from Jan. 1, 1901, to Jan. 1, 1902 .....	6,639
Number of school buildings.....	29
Number of class rooms in High School.....	32
Number of class rooms in elementary schools..	163
Number of teachers in High School.....	24
Number of teachers in Grammar Schools.....	47
Number of teachers in middle schools.....	47
Number of teachers in primary schools.....	97

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Number of supervising principals.....	9
Number of critic teachers in Training School...	4
Number of pupil teachers in Training School ..	29
Number of teachers of music.....	2
Number of teachers of drawing.....	2
Number of teachers of sewing.....	3
Number of teachers of penmanship.....	1
Number of teachers in Evening High School....	13
Number of teachers in evening elementary schools .....	42
Number of teachers in evening drawing schools.	3

TABLE "A."

*Tabular statement of attendance for the school year ending  
June 27, 1901.*

SCHOOLS.	Whole number enrolled.		Average No. belonging.		Average daily attendance.		Per cent. of attendance.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	581	528	557	522	541	504	97.19	96.53
Oliver . . . . .	441	422	399	357	379	337	95.17	94.47
Essex . . . . .	534	520	499	484	481	463	96.35	95.66
Packard . . . . .	566	651	558	542	529	515	94.84	94.32
John R. Rollins .	506	497	471	450	456	429	96.92	95.40
John K. Tarbox .	525	485	498	460	477	439	95.70	96.05
Emily G. Wetherbee	377	361	351	331	334	320	95.36	95.64
Daniel Saunders .	465	452	377	374	346	348	92.01	93.18
Union Street . .	343	326	311	314	289	286	92.92	91.85
Arlington . . .	462	447	440	427	414	393	94.01	92.05
Park Street . . .	245	235	224	223	210	205	93.83	91.91
Prospect Street .	172	190	165	167	157	153	94.98	91.67
Storrow . . . .	224	246	205	207	198	197	96.31	95.53
Berkeley Street .	117	109	110	107	106	101	95.99	94.20
Walton . . . . .	193	177	158	163	150	154	94.54	94.40
Newbury Street .	163	161	146	140	139	132	96.00	94.39
Harrington . . .	170	171	166	166	158	155	95.26	93.33
Amesbury Street .	182	174	172	170	158	156	91.64	91.60
Hampshire Street.	133	117	126	113	117	106	93.21	93.85
Cross Street . .	137	133	129	119	121	114	94.02	95.59
Franklin . . . .	175	182	152	142	140	131	92.38	91.76
Riverside . . . .	163	195	174	174	163	165	93.84	94.93
Lowell Street . .	214	204	208	195	192	181	92.37	96.42
Washington . . .	247	215	207	208	193	194	93.37	94.33
Training . . . .	269	261	267	230	246	210	91.92	91.28
Total . . . . .	7524	7459	7070	6785	6694	6388	94.41	94.01

TABLE "B."

*Tabular statement of tardiness, dismissals, truancies and absences,  
for the school year ending June 27, 1901.*

SCHOOLS,	No. of cases of tardiness.		No. of half day truancies.		No. of cases of dismissal.		No. of cases of absence.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High . . . . .	479	394	—	—	327	447	1429	1666
Oliver . . . . .	221	210	0	4	160	189	3543	3708
Essex . . . . .	693	1224	13	20	391	852	3711	7952
Packard . . . . .	386	399	15	15	318	254	5260	5892
John R. Rollins .	244	233	6	19	231	275	2667	3915
John K. Tarbox .	732	600	51	10	299	312	3640	3400
Emily G. Wetherbee	236	293	11	11	238	249	2919	2761
Daniel Saunders .	995	1031	3	8	88	166	5625	4819
Union Street . .	230	303	4	8	56	190	3918	4862
Arlington . . .	940	914	9	23	86	112	4782	6371
Park Street . . .	568	713	2	12	94	119	2531	3424
Prospect Street .	192	228	0	0	90	105	1503	2657
Storrow . . . .	212	188	2	3	98	109	1382	1746
Berkeley Street .	78	110	0	0	71	83	765	1169
Walton . . . . .	406	467	0	15	64	87	1591	1717
Newbury Street .	202	312	19	3	74	165	1257	1469
Harrington . . .	240	228	0	7	52	113	1431	2087
Amesbury Street .	304	297	34	14	40	30	2623	2899
Hampshire Street.	156	153	38	32	124	139	1565	1352
Cross Street . .	107	101	0	1	94	134	1367	1422
Franklin . . . .	317	384	1	8	32	66	2122	2166
Riverside . . . .	350	447	4	18	60	209	1601	1877
Lowell Street . .	410	426	5	1	112	74	2899	2719
Washington . . .	398	569	3	14	122	117	2500	2605
Training . . . .	484	501	20	22	82	198	3544	3776
Total . . . . .	9580	10725	240	268	3403	4841	66175	78431

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EXTRACTS FROM THE PUBLIC STATUTES OF  
MASSACHUSETTS.

ACTS OF THE YEAR 1898.

[Chap. 494.]

*Be it enacted, etc., as follows :*

SECTION 4. An age and schooling certificate shall not be approved unless satisfactory evidence is furnished by the last school census, the certificate of birth or baptism of such child, the register of birth of such child with a town or city clerk, or in some other manner, that such child is of age stated in the certificate.

SECTION 5. The age and schooling certificate of a child under sixteen years of age shall not be approved and signed until he presents to the person authorized to approve and sign the same an employment ticket, as hereinafter prescribed, duly filled out and signed. A duplicate of each age and schooling certificate shall be filled out and shall be kept on file by the School Committee. Any explanatory matter may be printed with such certificate in the discretion of the School Committee or Superintendent of Schools. The employment ticket and the age and schooling certificate shall be separately printed, and shall be filled out, signed, and held or surrendered, as indicated in the following forms: \* \* \* \*

[Chap. 496.]

*Be it enacted, etc., as follows:*

SECTION 11. No child who has not been duly vaccinated shall be admitted to a public school except upon presentation of a certificate signed by a regular practicing physician that such child is an unfit subject for vaccination. No child who is a member of a household in which a person is sick with small-pox, diphtheria, scarlet fever or measles, or of a household exposed to contagion from a household as aforesaid, shall attend any public school during such sickness, or until the teacher of the school has been furnished with a certificate from the Board of Health of the town or city, or from the attending physician of such sick person, stating in a case of small pox, diphtheria or scarlet fever, that a period of at least two weeks, and in a case of measles a period of at least three days has elapsed since the recovery, removal or death of such person, and that danger of the conveying of such disease by such child has passed.



# PROGRAM

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Of the Thirteenth Annual Contest for the Valpey Prizes  
 Awarded for the Best Original Essay and  
 Declamation of the Class of 1901,  
 Lawrence High School

AT CITY HALL, WEDNESDAY, MAY 22, 1901.

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## PROGRAM.

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ACCOMPANIST, BERTHA E. ABERCROMBIE.

MUSIC—"New Life," (Valse).

*Geibel*

HIGH SCHOOL GLEE CLUB.

ESSAY—"A Plea for China."

FRANCES M. BRAINERD.

DECLAMATION—"The Spectacle in South Africa."

JOSEPH A. ELIOTT.

ESSAY—"A Bunch of Wild Flowers."

MARY A. O'SULLIVAN.

DECLAMATION—"The American Soldier."

SHERMAN L. LEWIS.

ESSAY—"Excelsior."

KATHARINE A. TWOMEY.

DECLAMATION—"The Passing of the Republic."

FRANCIS P. MCCANN.

MUSIC—"The Old Guard."

*Rodney*

HIGH SCHOOL GLEE CLUB.

ESSAY—"The Future of Our Nation."

ADA B. LOCKE.

DECLAMATION—"The Flight of Peace."

WILLIAM J. HUGHES.

ESSAY—"Star Bright."

LOUISE M. O'CONNELL.

DECLAMATION—"The Depopulation of Ireland."

MICHAEL S. O'BRIEN.

MUSIC—"Oh, Italia, Italia, Beloved."

*Donizetti*

HIGH SCHOOL GLEE CLUB.

*Committee of Award,* { MR. WILLIAM MCCALLUM,  
MR. WALTER COULSON,  
DR. WILLIAM J. SULLIVAN.

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## ORDER OF EXERCISES

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For the Fiftieth Anniversary of the Lawrence High School,  
TUESDAY, JUNE 25, 1901.

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### PROGRAM.

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ACCOMPANIST, BERTHA E. ABERCROMBIE.

MUSIC, Chorus, "Gloria from 12th Mass." *Mozart*

ADDRESS OF WELCOME.

FRANCES MAUDE BRAINERD.

MUSIC, Vocal Polka. "Merry June." *Vincent*

SCHOOL TALES.

ADA BELLE LOCKE.

FAREWELL ADDRESS.

MARY ELIZABETH EMERSON.

MUSIC, Vocal March, "Victory." *Hayes*

ADDRESS.

REV. WILLIAM E. GIBBS, D. D.

AWARDING OF DIPLOMAS AND VALPEY AND HOOD AND PERKINS  
PRIZES BY HON. JOHN BREEN, VICE-CHAIRMAN OF SCHOOL  
COMMITTEE.

PARTING HYMN.

Words By Carrie Lee.

Moments have flown,

Moments have flown,

In which our friendship steadfast has grown.

And although these ties we must sever,

1901's friendships we'll cherish forever.

Moments have flown,

Moments have flown,

In which our friendship steadfast has grown.

Happy were we,  
 Happy were we.  
 While joyous hours quickly did flee.  
 Gone are joys we've had together,  
 When it seemed all sunny weather.  
 Happy were we,  
 Happy were we.  
 While joyous hours quickly did flee.

Farewell we sing,  
 Farewell we sing,  
 Although deep sorrow this word doth bring.  
 Fain with you would we still stay,  
 Yet this is our parting day,  
 Farewell we sing,  
 Farewell we sing,  
 Although deep sorrow this word doth bring.

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### CLASS OF 1901.

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Bertha Elizabeth Abercrombie,	Mary Elizabeth McCarthy.
Mabel Ackroyd,	Josephine Evangeline McCarthy
Marion Moulton Adsit,	Francis Patrick McCann,
John Frank Alter,	Grace Veronica McEvoy,
Armand William Benoit,	Grace Carrie Merrill,
Frances Maude Brainerd,	Bertha Lulu Morse,
Julia Newman Collins,	Thomas Moss,
Mary Jane Conway,	Ellen Mary Murphy,
Charles Andrew Clifford,	John Francis Murphy,
Albert Cragin,	Edith Tuson Murray,
Helen Crawford,	Nettie May Murray,

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Francis Aloysius Cregg,	Michael Stephen O'Brien,
Ethel Waters Dean,	Katherine Grace O'Brion,
Mary Hannah Dixon,	Louise Madaline O'Connell,
Helen Elizabeth Drewry,	Michael Joseph O'Connell,
Joseph Abraham Elliott,	Mary Agnes O'Sullivan,
Mabel Elizabeth Emerson,	Leslie Rogers,
Edmond John Ford,	Helen Margaret Sawyer,
Gertrude Ellen Fox,	Ralph Wainwright Sawyer,
Ralph Edgar Hadley,	Gertrude Elisabeth Simpson,
Charles Murray Hanrahan,	Mary Florence Stafford,
Marguerite Caroline Hefferan,	Patrick Joseph Sullivan,
George Albert Hool,	Sadie May Taylor,
William Joseph Hughes,	Winfred Albert Taylor,
Alice James,	Margaret Elizabeth Tierney,
Mabel Edna Judson,	Nettie Maebelle Thornton,
Carrie Louise Latham,	Katherine Agnes Twoomey,
Carrie Lee,	Helene Louise Vietor,
Mary Lee,	Augustine Walter Welch,
Sheman Leland Lewis,	Eugene Close Woodcock,
Ada Belle Locke,	William H. P. Wright,
Mabel Goodwin Low,	Edith Gladys Watts,
Helen Webster McAllister,	Henry Peter Wefers,

# GRADUATING EXERCISES

Of the Lawrence Grammar Schools, at City Hall,

THURSDAY, JUNE 27, 1901.

## PROGRAM

Music by chorus of graduates, accompanied by an orchestra  
from the High and Grammar Schools.

MARCH, "Brigade Review."

*Rollinson*

ANTHEM, "Praise Ye the Father."

*Gunod*

ADDRESS TO GRADUATES.

MR. J. E. BURKE, Superintendent of Schools.

VOCAL WALTZ, "Come Flit Around."

*Wekerlin*

PRESENTATION OF DIPLOMAS.

CHORUS AND MARCH, "Stepping Together."

*Macy*

## NAMES OF GRADUATES.

### OLIVER SCHOOL.

Margaret S. Bailey,

Francis E. Hayes,

V. Frances Baker,

Walter Holland.

Esther M. Barlow,

Frank Holly,

Elizabeth Barron,

Charles E. Humphrey,

Fred J. Bastian.

Jeanie U. Jeffrey,

Thomas J. Beatty.

Louis H. Kimball,

Louise H. Berry,

Joseph Klein,

Bertha M. Blades,

Henry Lannan,

Ernest M. Boles,

Arthur J. Leck.

Margaret G. Buckley.

J. Francis Mahoney,

Addie M. Bucksey,

Louis Mahoney,

Stella Burke,

Mary A. McEneaney.



Monica I. Butler,  
 Joseph Callagy,  
 Matthew F. Carney,  
 Grace P. Chadwick,  
 Lulu M. Cilley,  
 Nathan L. Crary,  
 Helen L. Cuddy,  
 John A. Davey,  
 Katherine T. Davey,  
 Florence Dawson,  
 Bertha L. Dinsmore,  
 Patrick W. Donohoe,  
 John J. Donovan,  
 James J. Doyle,  
 William Doyle,  
 William F. Fallon,  
 Josephine B. Farrell,  
 Katie Ferguson,  
 Mary G. Ferrin,  
 Ellen J. Finegan,  
 Maurice Fishman,  
 Sophia Gaffney,  
 Loretta G. Ganley,  
 Edward Gaudes,

Genevieve C. McNally,  
 Annie J. McPherson,  
 Sarah E. McQuilton,  
 Arthur W. Morrison,  
 Alvin E. Morse,  
 Paul L. Mulhare,  
 Arthur A. Musk,  
 William O'Brien,  
 John A. O'Hearn,  
 Lottie M. Oliver,  
 Colette Palmer,  
 Harry H. Pulsifer,  
 Elizabeth A. Raffert,  
 Walter L. Rhodes,  
 Rena M. Sargent,  
 David Schackowitz,  
 Daniel Sullivan,  
 Eric P. Teschner,  
 James P. Tierney,  
 James R. Veacock,  
 James H. Weldon,  
 Ethel D. Woodcock,  
 Emory T. Wright,  
 Carl J. Wurzbacher,

Nicholas E. Young.

#### ESSEX SCHOOL.

Stella M. Ashton,  
 Elsie J. Badger,  
 Carrie L. Butler,  
 R. Eversley Barlow,  
 Sarah G. Bingham,  
 Francis J. Cafferty,

Lauren A. Griffin,  
 David L. Hamilton,  
 Elizabeth Hendry,  
 Annie L. Hilton,  
 Ethel E. Howarth,  
 John J. H. Hilton,

William X. Cassidy,  
 Helene M. Churchill,  
 Daniel F. Crowley,  
 Frank L. Cunio,  
 Edna Dalton,  
 Annie M. Demers,  
 Mary B. Dobson,  
 Ignatius A. Duckett,  
 Grace W. Eastman,  
 Dorothy L. Gee,  
 Roy E. Gilbert,  
 Herbert H. Goodwin,

Beatrice C. Kimball,  
 Alexander A. McDowell,  
 Joseph F. Murray,  
 Herbert R. Petzold,  
 Blanche W. Pierce,  
 Walker F. Prescott,  
 Elizabeth Shackleton,  
 Kaherine E. Sidley,  
 Lewis E. Smith,  
 Florence J. Smith,  
 Clifton F. Towne,  
 Ethel E. Warburton.

#### JOHN K. TARBOX SCHOOL

Laura E. Averill,  
 Mildred C. Butler,  
 George Cleveland,  
 Frederick A. Conlin,  
 Clara M. Denis,  
 Elsie J. Dixon,  
 Isabel V. Doyle,  
 Thomas E. Eccles,  
 Carolyn L. Fellows,  
 Franklin Fellows,  
 Martin M. Fitzmaurice,  
 Frank R. Gens,  
 John Haslam,  
 Edna V. Haigh,  
 Alice C. Hamel,

John B. Hanrahan,  
 Jennie I. Horle,  
 Etta F. Knoblock,  
 Arthur E. McEvoy,  
 John C. McGibbon,  
 Margaret V. McGowan,  
 Rosa H. Moeckel,  
 Frederick L. Mulcahey,  
 Katherine A. Mullen,  
 Ernest Noble,  
 Marion F. Prescott,  
 James A. Reed,  
 Lena F. Sargent,  
 Walter M. Scott,  
 Margaret Taylor,

#### JOHN R. ROLLINS SCHOOL

Gilbert Ackroyd,  
 Frederick A. Alter,  
 Herbert M. Abbott,

Paul H. Juenger,  
 Ida H. Kaye,  
 Eva G. LaFountaine,

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Walter M. Bennert	Marvin H. Lillis.
Etta R. Crane,	S. Helen McConnell.
Helen F. Colby,	Margaret W. McGowan,
Mabel J. Connor,	George Miller,
Edward A. Crawford,	Arthur T. Mullen,
Benjamin O. Cheney,	Sydney F. Marshman,
Mary C. Dutton,	E. Charlena Olmstead,
Hannah E. Dewhirst,	Beatrice M. Spedding,
Lillian A. Engstrand,	Caroline L. Small,
Louis M. Eidam,	James H. Spurr, Jr.,
A. Gertrude Fox,	Guy C. Swan,
Walter Flathers,	George Stewart,
Albert H. Franz,	Waldo H. Sanborn,
Annie A. Gens,	G. Ernest Tripp,
Flora Garabedian,	Elsie B. Vogt,
Elsie M. Gegenheimer,	Elizabeth G. Walker,
Ralph E. Gegenheimer,	Alice A. Whelan,
Jemima H. Hay,	Alice M. Warman,
Ewart G. Horne,	Leon E. Waite,
Elsbeth P. Juenger,	Tom Wingate.

## PACKARD SCHOOL

Marie S. Barrell,	Lillian B. Hall,
Ethel F. Bates,	Thomas Higgins,
Hector H. Benoit,	Ellsworth O. C. Hill,
Charles Bentley,	Francis C. Holden,
Sadie Z. Berenson,	Mary Hyde,
Louise A. Bishop,	Edith M. Ingle,
George Brady,	Walter J. Jackson,
Lilla M. Brown,	Anna G. Lyons
Harold S. Buckley,	Grace M. Mackey,
Ruby E. Burns,	Edward L. Moss,
William T. Clark,	Miriam R. L. Mosley,

George W. Copp,  
Mary E. Crossley,  
Chester A. Dana,  
Michael Devlin,  
Margaret J. Donahue,  
Ruth Donovan,  
Estella A. Douglas,  
Mahala E. Eastwood,  
Harry E. Finlay,  
Bertha E. Gaines,  
Ernest Garceau,  
Corinne L. Gauthier,  
Eva A. Gauthier,  
George L. Greene,  
Elliot K. Hale,

Harriet C. O'Brien,  
Joseph O'Dowd,  
Amelia J. Paisley,  
Charles L. Patterson,  
Blanche M. Robbins,  
Laurel E. Ruddock,  
George W. Ryley,  
James F. Stanton,  
Lydia C. Taylor,  
Wilbur L. Taylor, Jr.,  
Ellen M. Walsh,  
Carrie B. Wightman,  
Elizabeth Wilson,  
Frank F. Wiswall,  
Emma L. Woodcock,

EMILY G. WETHERBEE SCHOOL.

John F. Bateman,  
Virginia W. Belknap,  
Bernice E. Bennett,  
Carl O. Bierfeldt,  
Genesta Brownsword,  
Timothy F. Buckley,  
Margaret M. Calnan,  
Leola M. Carleton,  
Thomas F. Comber,  
Mary C. Davey,  
Ruth M. Dean,  
John J. Dineen,  
Blanche M. Dow,  
William J. Elliott,  
David E. Farrisey,  
Charles F. Flanagan,

Vivian I. Henderson,  
James W. Hickey,  
Robert J. Hutton,  
Alfred M. Kaler,  
Mary E. Keefe,  
Mary J. Keegan,  
Bridget A. Manning,  
Arthur P. McCormick,  
Henry G. McGrath,  
Maurice A. McLaughlin,  
Michael F. McLaughlin,  
Jeanie M. McLay,  
Ethel M. Mooney,  
Agnes G. Murphy,  
Eleanor M. Murphy,  
Harold L. Pettingill,

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William F. Ford,  
William J. Ganley,  
Albert G. Gilbert,  
Fred Gould,  
Mary C. Hart,  
Mary R. Haverty,  
John H. Healey,

Robert R. Smith,  
Charles I. Snow,  
Fred L. Thomas,  
Gertrude H. Valpey,  
Arthur L. Wholey,  
Mary A. Wholey,  
Julia V. Williams,  
Hattie E. Wolger.

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## GRADUATING EXERCISES

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Of the Lawrence Evening High School,  
THURSDAY, MARCH 7, 1901.

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### PROGRAM.

VIOLIN SOLO, "Hungarian Rhapsodie." *Hauser*

MISS HELEN FARRELL.

ORIGINAL DECLAMATION, "What True Success Means."

WILLIAM BENEDICT POWERS.

ESSAY, "The Power of Enthusiasm." (Read by Miss Lois Elizabeth Chapman).

ANNA BRUCKMANN.

VIOLIN SOLO.

MISS FARRELL.

ADDRESS TO GRADUATES,

REV. WILLIAM E. GIBBS, D. D.

VIOLIN SOLO.

MISS FARRELL.

PRESENTATION OF DIPLOMAS.

### NAMES OF GRADUATES.

George Taber Allen,  
Anna Bruckmann,  
Lois Elizabeth Chapman,  
Herbert Willard Davis,  
Luke Joseph Devaney,  
Albert Farnsworth,  
Henry Hinchcliffe,  
Edward Camil Jordan,

Joseph John Maxwell,  
Ambrose Louis McLaughlin,  
William Morrison,  
Richard Firth Perry,  
William Benedict Powers,  
John Tonge,  
William Turner Ward,  
James Marsden Watson,



# TEACHERS.

IN SERVICE DECEMBER 31, 1901.

(*The numerical letters designate the year or grade.*).

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 8 Campo Seco,	'94	\$2,500
<i>Constitutional History, Political Science, Latin</i>		
Edward S. Riley, Sub-Master, 185 Bailey St.,	'92	1,600
<i>Physics, Chemistry</i>		
Mary A. Newell, 72 Bradford St.,	'66	1,050
<i>Latin, Greek</i>		
Ada Lear, 82 Bradford St.,	'73	1,000
<i>Latin, Greek</i>		
A. L. Fulkerson, 12 Summit Ave.,	'95	1,300
<i>Manual Training</i>		
Elizabeth O'Leary, 21 East Haverhill St.,	'96	1,000
<i>German and History</i>		
Ella M. Robinson, 282 Methuen St.,	'96	800
<i>French</i>		
Alice B. Macdonald, 10 Summit Ave.,	'96	900
<i>English</i>		

Maud H. Hodgdon, 152 Oak St.,	'96	800
<i>Latin</i>		
Ernest C. Jewell, 294 Methuen St.,	'97	1,100
<i>Algebra, Geometry and Reviews</i>		
S. Ella Penniman, 488 Broadway,	'97	800
<i>Greek, History and English.</i>		
Martha D. Tracy, 10 Summit Ave.,	'97	800
<i>History, Natural Sciences.</i>		
Gertrude M. Hall, 59 Lowell St.,	'97	800
<i>English</i>		
Elizabeth G. McIntyre, 463 Lowell St.,	'98	700
<i>Latin</i>		
Etta M. Hagar, 11 Tremont St.,	'98	700
<i>Algebra</i>		
Susan T. O'Connor, 19 Logan St.,	'99	700
<i>English</i>		
Marguerite Sullivan, 43 Holly St.,	'00	700
<i>French</i>		
Laurence J. O'Leary, 182 Farnham St.,	'01	800
<i>History</i>		
Bertha A. Merrill, 39 Abbott St.,	'01	700
<i>Algebra, English</i>		
Katherine R. Regan, No. Andover,	'01	700
<i>Mathematics</i>		
Julia H. Leader, 203 Haverhill St.,	'01	700
<i>Natural Sciences</i>		
Carl S. Milliken, 7 Campo Seco St.,	'01	1,000
<i>Biology</i>		
Julia M. Heffernan, 466 Haverhill St.,	'01	500
<i>Stenography and Typewriting</i>		

## OLIVER SCHOOL.

Haverhill Street (opposite Lawrence Common.)

*Includes elementary grades above the fifth between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north*

Bernard M. Sheridan, Master, 171 East Haverhill St.,	'95	\$2,000
Harriet A. McKone, VIII., North Andover,	'87	600
Katherine M. Kenney, VIII., 101 Oak St.,	'81	600
Margaretta T. O'Sullivan, VIII., 137 Lawrence St.,	'88	600
Flora I. Doble, VII., 35 Berkeley St.,	'93	600
Ellen J. Sullivan, VII., 43 Holly St.,	'82	600
Mary A. O'Connor, VII., 19 Logan St.,	'95	550
Ella F. Arthur, VI., 30 Morton St.,	'98	550
Marie W. Collins, VI., 12 Valley St.,	'94	550
Kathryn A. Cadogan, VI., 83 Allston St.,	'96	550
Emily V. Brooks, VI., 85 East Haverhill St.,	'95	550

## ESSEX SCHOOL.

Head of Essex Street.

*Includes all elementary grades above the sixth year, south of Manchester Street and west of M & L. R. R., and fourth and fifth year grades south of Florence Place, extended to Cemetery.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$1,700
Sarah A. Barlow, VIII., 48 Washington St.,	'87	600
Camilla A. Howe, VIII., Methuen,	'96	600
Mabel F. Noyes, VII., Methuen,	'90	600
Theresa W. Slattery, VII., 448 Lowell St.,	'91	600
Ida L. Freeman, VI., 503 Haverhill St.,	'93	550
Minnie A. Brown, VI., 13 Cedar St.,	'95	500
Mary E. Foster, V., 304 Lowell St.,	'94	500
Emma Stewart, V., 55 Bodwell St.,	'95	500
Manora A. Bradford, V., 20 Concord St.,	'96	500

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## ESSEX SCHOOL ANNEX.

Warren Street.

Edna A. Skinner, IV., Methuen,	'97	\$500
Elisabeth Entwistle, IV., 3 Caulkin's Court,	'97	500
Ellen C. Tobin, IV., 480 Haverhill St.,	'98	450
Annie M. Kennedy, IV., 40 Reservoir St.,	'00	450
L. Florence Kennedy, Assistant, 759 Essex St.,	'01	400

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## PACKARD SCHOOL.

Parker Street (between Abbott and Bailey Streets.)

*Includes all elementary grades above the second, east of B. & M.  
R. R. in South Lawrence*

Charles M. Lamprey, Master, 119 Bailey St.,	'94	\$1,700
Margaret G. Scanlon, VIII., 347 Salem St.,	'84	600
Ellen L. Toye, VIII., 240 Andover St.,	'82	600
Nellie S. Winchester, VII., 31 East Haverhill St.,	'94	600
Jennie A. McManus, VII., 291 South Broadway,	'94	600
Mary J. Shinnick, VI., 44 Osgood St.,	'97	500
Teresa M. Twomey, VI., 180 Park St.,	'99	450
Jessie E. Simpson, V., 124 Bailey St.,	'95	550
Catherine G. O'Leary, V., 242 Salem St.,	'95	550
Agnes C. Byrne, IV., 203 Salem St.,	'94	500
Anna H. Desmond, IV., 15 Springfield St.,	'94	500
May Stratton, Assistant, 69 Garfield St.,	'01	400

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## PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street.)

Helen F. Spring, V., 322 Broadway,	'99	450
Helen F. Gainey, III., 1 Kingston St.,	'00	450
Ella F. Sawyer, III., 67 Abbott St.,	'97	500
M. Eva Russell, III., 335 Broadway,	'99	450

## JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt.)

*Includes all elementary grades above the third year, east of Spicket River and Bloody Brook*

Hector L. Belisle, Master, 91 Sheridan St.,	'96	\$1,500
Anne Eastham, VIII., 33 Woodland St.,	'85	600
Maria Smith, VIII., 11 Berkeley St.,	'91	600
Mary Eastham, VII., 33 Woodland St.,	'88	600
Mabel L. Cate, VII., 334 High St.,	'85	600
Mary A. Mahoney, VI, North Andover,	'93	550
Emma J. Baker, VI., Methuen,	'89	550
Catherine L. Fitzpatrick, VI., 283 High St.,	'94	500
Ellen C. Greene, V., 5 Haverhill St.,	'95	500
Isabel F. Robbins, V., 82 East Haverhill St.,	'96	500
Alice E. Gill, IV., 33 Jackson St.,	'97	500
Lena A. Nolan, IV., Andover,	'98	500
Margaret S. Brown, V., 265 Jackson St.,	'99	450
Ella M. Eastman, Assistant, 316 Prospect St.,	'01	400
Grace L. Conlin, Assistant, 88 Garden St.,	'01	400

## JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut.)

*Includes all elementary grades above the third, west of Bruce Street, north of Spicket River*

Michael T. O'Brien, Master, Essex House,	'97	\$1,600
Helen Golden, VIII., 238 Haverhill St.,	'93	600
H. Frances McDonnell, VIII., North Andover,	'96	600
Nora A. McNulty, VII., 67 Lexington St.,	'94	600
Caroline S. Brady, VI., Methuen,	'98	550
Katherine A. Hynes, VI., Methuen,	'97	550
Mary A. Kennedy, VI., 181 Park St.,	'00	450
Theresa A. Lane, V., 91 Bennigton St.,	'93	500
Margaret M. O'Neil, V., 147 Franklin St.,	'95	500
Mary L. Cotter, V., 58 Exchange St.,	'97	500
Margaret A. Brouder, IV., 139 Arlington St.,	'98	500

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Catherine F. Flanagan, IV., 358 Oak St.,	'98	500
Nellie M. Reardon, Assistant, 44 Manchester St.,	'99	450
Mary F. Deacy, Assistant, 136 Lawrence St.,	'00	450

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### EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of the  
B. & M. R. R., in South Lawrence*

John F. Higgins, Master, 170 Salem St.,	'01	\$1,400
Hannah E. Coughlan, VIII., 176 Salem St.,	'98	600
Mary F. Collins, VIII., 55 South Broadway,	'93	600
Nellie G. Hayden, VII., Methuen,	'97	600
Grace M. Nesbitt, VIII., 250 Jackson St.,	'98	550
Marietta Shanahan, VI., 279 Salem St.,	'88	550
Ida B. Hagar, VI., 11 Tremont St.,	'99	500
Nora R. O'Neil, V., 46 Winthrop Avenue,	'97	500
Grace E. Eastman, V., 37 Summer St.,	'98	500
Lauretta M. McCabe, IV., 17 Margin St.,	'99	450
Margaret A. Houston, IV., 361 Haverhill St.,	'99	450

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### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street.)

*Includes first three grades west of B. & M. R. R., in  
South Lawrence*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Carrie J. Pingree, III., 250 Andover St.,	'81	500
Annie V. Healey, III., 342 South Broadway,	'91	500
M. Elizabeth Dowd, III., 152 Salem St.,	'92	500
Mollie B. Marsh, II., 334 Andover St.,	'95	500
Mary H. Callahan, II., 69 Exeter St.,	'96	500
Georgie M. Follansbee, II., 38 Cambridge St.,	'99	450
Jennie M. Quealey, I., 463 Canal St.,	'99	450



## DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway.)

Margaret G. O'Brien, I., 23 Cross St.,	'98	\$500
Josephine A. Kelley, I., 89 Newton St.,	'93	500
Nellie S. Stackpole, I., 66 Abbott St.,	'95	500
Carrie M. Hobbs, I., 78 Farnham St.,	'98	500

## UNION STREET SCHOOL.

Andover Street (corner South Union Street.)

*Includes first two grades east of Parker Street and Winthrop Avenue, in South Lawrence*

Mary A. Kehoe, Principal, II., 8 Tremont St.,	'82	\$600
Sarah E. Webster, II., 318 Andover St.,	'81	500
Maud Vatter, II., 22 Albion St.,	'91	500
Anna A. Tove, I., 240 Andover St.,	'93	500
*Emma V. Hurst, I., 44 Lawrence St.,	'97	500
Ella M. Churchill, I., 11 Cedar St.,	'99	450
Margie C. Connor, I., 144 Bailey St.,	'99	450
Alice McKenney, Assistant, 135 Boxford St.,	'00	400
Helen F. Hughes, Assistant, 222 So. Union St.,	'00	400
Ellen T. Holland, Assistant, 15 Brookfield St.,	'01	400
Ellen Cooney, Assistant, 78 Springfield St.,	'01	400

\*Leave of absence.

## ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Saratoga Street*

Sara E. Holt, Principal, 265 Haverhill St.,	'78	\$650
Lola F. Clifford, III., 115 Spruce St.,	'97	500
Bridget A. Halley, III., Avon St.,	'86	500
Helen M. Bean, III., 54 Holly St.,	'62	500

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Elizabeth F. Conway, II., 186 Park St.,	'88	500
Grace F. Conway, II., 1 Tremont St.,	'89	500
Louise A. McGowan, II., 14 Berkeley St.,	'01,	400
Letitia Wilcox, I., North Andover,	'96	500
Marie E. Sandiford, I., 22 Blakelin St.,	'97	500
Katherine W. Murray, Assistant, 16 Highland St.,	'98	500
Mary M. Butler, Assistant, 93 Bradford St.,	'99	450
Bertha E. Wilson, Assistant, 26 Warren St.,	'99	450
Ellen G. Dunn, IV., 87 Cross St.,	'94	500
Mary E. Sullivan, IV., 155 Saratoga St.,	'99	450

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### PARK STREET SCHOOL.

Park Street (between Lexington and Tremont Streets.)

*Includes first three grades between Jackson and Bennington  
Streets, north of Spicket River*

Georgia Patterson, Principal, III., 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, II. and III., 117 Oak St.,	'83	500
Florence L. Abbott, II., 50 Thorndike St.,	'95	500
Helen S. Chubb, I., 109 Berkeley St.,	'91	500
Margaret G. Kennedy, I., 45 Willow St.,	'97	500
Agnes A. Ashe, Assistant, Methuen,	'98	500
Eleanor F. Sullivan, Assistant, 106 Oak St.,	'00	450
Mary A. Corkhill, Assistant, 234 Park St.,	'01	400

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### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street.)

*Includes first three grades east of Jackson Street and north  
of Platt Street, beyond the Spicket River*

Mary R. S. Collins, Principal, III., 110 East Haverhill St.,	'74	\$550
Fanny H. Stratton, II., 126 East Haverhill St.,	'76	500
Martha J. Sargent, I., 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, I., 118 East Haverhill St.,	'85	500

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Rachel H. Stannard, Assistant, 118 East Haverhill St.,	'00	400
M. Evelyn Josselyn, Assistant, 1 Methuen St.,	'01	400

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## BERKELEY STREET SCHOOL.

Berkeley Street (corner Berkeley Court.)

Bertha M. C. Bruckmann, IV., 350 Prospect St.,	'98	\$500
Mabel M. Mullen, V., 258 Jackson St.,	'00	450
Ethel C. Ramsey, III. and II., 231 Bruce St.,	'98	500
Kathleen C. Doheny, III., 7 Lowell St.,	'98	500

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## STORROW SCHOOL.

Storrow Street (near Storrow Park.)

*Includes first three grades south of Platt Street and east of Spicket River*

Hattie B. Collins, Principal, III., 110 East Haverhill St.,	'78	\$550
Alice Eastham, III. and II., 33 Woodland St.,	'93	500
Alice L. Trott, II., 119 Allston St.,	'91	500
May B. Mowatt, I., 57 High St.,	'95	500
Margaret W. Mowatt, Assistant, 57 High St.,	'97	500
Maria T. Cogger, Assistant, 41 Summer St.,	'99	450

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## WALTON SCHOOL.

Methuen Street (corner Newbury Street.)

*Includes first three grades between Spicket River and Jackson Street, south of Summer Street*

Elizabeth T. DeCourcy, Principal, III., 203 Haverhill St.,	'90	\$550
Nellie L. Stoddard, II., 86 Jackson St.,	'90	500
Katherine M. Nolan, I., Andover.	'98	500
Bessie G. Gainey, I., 1 Kingston St.,	'01	400

### NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to  
Spicket River*

Nellie E. Smart, V., Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V., 63 Newbury St.,	'83	500
E. Mabel Andrews, IV., 30 Summer St.,	'95	500
Willa Cragin, IV., 159 High St.,	'96	500

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### HARRINGTON SCHOOL.

Newbury Street (corner Elm Street.)

*Includes first three grades between Jackson Street and  
Spicket River, north of Summer Street*

Leslie Dana, Principal, III., 7 East Haverhill St.,	'76	\$550
Florence D. Hall, II., 100 Saunders St.,	'84	500
Margaret E. Loftus, I., 153 Newbury St.,	'93	500
Ada L. Riordan, I., 41 Mechanic St.,	'96	500

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### AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street.)

*Includes first three grades west of Lawrence Street, east  
of Hampshire Street and south of Spicket River*

Ellen M. Dooley, Principal, II., 144 Jackson St.,	'91	\$550
Mary E. Leary, II., 55 Osgood St.,	'88	500
Genevieve M. Tierney, I., 223 Hampshire St.,	'95	500
Caroline A. Carpenter, I., 17 Rhine St.,	'96	500
Mary G. Brogan, Assistant, 203 Oak St.,	'97	500
Alice T. Keefe, Assistant, North Andover,	'00	400

### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River*

Emma F. Hutchinson, Principal, V., 126 Franklin St.,	'81	\$600
Josephine L. Chase, IV., 305 Lowell St.,	'82	500
Anna C. Lane, III., 91 Bennington St.,	'95	500
Helen G. Kennedy, III., 74 Centre St.,	'96	500

### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R., south of Spicket River*

Famelia J. Ladd, Principal, V., 72 Bradford St.,	'67	\$ 600
Grace A. O'Connor, V., 40 Fairmont St.,	'96	500
Mattie M. Hatch, IV., 27 Cross St.,	'92	500
Mary A. Mahony, IV., 65 Bradford St.,	'96	500

### FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street.)

*Includes first three grades east of M & L.R R., west of Hampshire Street, south of Cedar Street and Florence Place*

Caroline G. Donovan, Principal, III., 56 Bradford St.,	'94	550
Edith M. Messer, II., 449 Broadway.	'87	500
Margaret L. Shanahan, I., 238 Haverhill St.,	'96	500
Mary A. V. Farley, I., 19 Bennington St.,	'96	500

### RIVERSIDE SCHOOL.

School Street (corner Doyle Street.)

*Includes first three grades west of M. & L. R. R. and south of Essex Street*

Annie F. McDermott, Principal, III., 460 Lowell St.,	'81	\$550
Florence Smith, II., 555 Haverhill St.,	'85	500
Grace E. Kingston, II. and I., 58 Bellevue St.,	'94	500
Mary T. Cassidy, I., 600 Haverhill St.,	'98	500
Ellen I. McCartin, Assistant, 50 Warren St.,	'01	400
Eisie R. Houston, Assistant, 216 Broadway,	'01	400

### LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street.)

*Includes first three grades west of M. & L. R. R., north of Essex St., south of Haverhill St., and west of Forest St.*

Mary A. Dame, Principal, II., 150 Broadway,	'73	\$550
Anne S. Lane, II., 79 Butler St.,	'80	500
Elizabeth Stafford, I., 78 Butler St.,	96	500
Anna J. Murray, I., 36 Warren St.,	'96	500
Florence E. Griffin, III., 54 Hampshire St.,	'78	500
Myra H. Warburton, Assistant, 26 Crescent St.,	'01	400
Lydia H. Mahoney, Assistant, 165 Margin St.,	'01	400

### WASHINGTON SCHOOL.

Manchester Street (corner Washington Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of the M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery*

Elizabeth F. Devlin, Principal, 15 Cross St.,	'86	\$600
Elizabeth S. McGregor, III., 13 Lake St.,	'99	450



Lizzie M. Crabtree, II., 79 Warren St.,	'92	500
Sara A. White, II., 48 Holly St.,	'97	500
Alice V. Fitzgerald, I., 353 Broadway,	'00	450
Mabel J. Cheney, I., North Andover,	'94	500
Jessie R. Brown, Assistant, 13 Cedar St.,	'01	400

## TRAINING SCHOOL.

Oak Street (rear Oliver School.)

*Includes first three grades south of Spicket River, between  
east Haverhill, Jackson and Lawrence Streets*

Leila M. Lamprey, Principal, 277 Haverhill St.,	'83	\$1,100
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## ASSISTANTS

Ella F. Eastman, 37 Summer St.,	'80	750
Annie L. O'Connor, 55 Cross St.,	'93	700
Emma J. Greenwood, 184 Jackson St.,	'96	600

## SUB-TEACHERS

Room 14	{	Laura K. Prescott, VI. and V., 690 Haverhill St.
		Elizabeth A. Lawlor, 100 Bennington St.
		Mary E. Harrington, 110 Newton St.
Room 1	{	Anna F. Churchill, VI. and V., 197 Oak St.
		Lillian Holtham, 26 Bodwell St.
		Gertrude L. O'Connell, 59 Osgood St.
		Grace I. O'Neil, 40 Oak St.
		Mary E. Carroll, 297 High St.
Room 2	{	Mary F. Hines, 110 Blanchard St.
		Mary E. Geraghty, IV., 25 Allen St.
		Enah I. Orff, 154 Newbury St.
		Mary E. Flanagan, 26 Kingston St.
		Eleanor C. O'Connor, 19 Logan St.

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Room 3	{	Margaret M. Griffin, III., 207 Chestnut St.
		Nora G. Cullinane, 255 Chestnut St.
		Emma F. Churchill, 11 Cedar St.
		Annie M. Fisher, 115 Newbury St.
Room 4	{	Edna L. Stratton, III, and II., 69 Garfield St.
		Josephine M. McQuade, 142 Saratoga St.
		Mary L. Scanlon, 116 Maple St.
		Maude Gorman, 4 Melrose St.
		Grace V. Desmond, 15 Springfield St.
Room 5	{	Agnes G. Donovan, II. and I., 94 Bradford St.
		Elizabeth F. Donovan, 3 Temple St.
		Isabelle Barrie, 14 Elizabeth St.
		Anastatia G. O'Brien, 53 Bennington St.
Room 6	{	I. Mae Magoon, I., 26 Butler St.
		Mary G. Doyle, 127 Garden St.
		Stella A. Maffett, 384 Andover St.
		Bertha Bertolle, 385 Essex St.

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### DIRECTORS OF MUSIC.

William W. Kayes, Melrose, Mass.,	'75	\$600
Mary Elinor Mahoney, 182 Hampshire St.,	'99	700

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### DIRECTORS OF DRAWING.

A. W. Scribner, 938 Essex St.,	'91	\$1,400
Eleanor I. Curtis, 7 Lowell St.,	'96	800

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### SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 55 Jackson St.,	'99	\$1,200
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## TEACHER OF ELOCUTION, High School.

Bertha M. Robinson, 7 Campo Seco St., '01 \$500

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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St., '86 \$500  
 Gertrude M. Joyce, 78 East Haverhill St., '86 500  
 Eleanor E. Quealy, 463 Canal St., '01 400

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## EVENING HIGH SCHOOL.

## HIGH SCHOOL

Frederic N. Chandler, Principal.

Edward S. Riley,	Noelia Dubrule,
Walter O. Jewell,	John S. Lynch,
Edward P. Morton,	Perley D. Smith,
Mary A. Bailey,	Augustine X. Dooley,
Daniel A. Arundel,	Michael A. Sullivan,
Daniel J. Murphy,	Cornelius J. Mahoney,
	Paul Oeser.

*Drawing*

A. W. Scribner, George M. Tarto,  
 W. D. Rundlett.

## OLIVER SCHOOL

John C. Sanborn, Jr., Principal.

Wesley B. Lindner,	Sadie McKenna,
Z. A. Berthiaume,	Nora T. Murphy,
Fred H. Matthes,	Grace M. Hanrahan,
George McLane,	Nonie M. Ahern,
Thomas F. Delaney,	Anna T. Desmond,
William J. Delaney,	Mary A. Linehan,
Matthew Cregg,	Lizzie Carroll,
Daniel A. Norton,	Valeda E. Marier,
William J. Quigley,	Katie McKenna,

Fred G. Bucholdt,  
Joseph LaFrance,  
Emile E. Cyr,  
Helen R. O'Brien,  
Frances O'Herlihy,

Eva Morache,  
Ellen M. Quigley,  
Mary E. Daley,  
May Kittredge,  
Annie Mulholland.

#### ESSEX SCHOOL

Frederick C. Wainwright, Principal.

Frank McAnally,  
Margaret Brennan,

Hormidas Girard,  
Minnie Kingston,  
F. X. Belle Isle.

#### PACKARD SCHOOL

Joseph Donovan, Principal.

T. H. Vincent,  
Mary Hannon,

W. J. Graham,  
James W. Sewell,  
William J. Lena.

#### TRUANT OFFICERS

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

Office at Old High School Building. Hours: 7.45 to 8.30 a. m., and 11.15 a. m. to 12 m.; and 4 to 5 p.m. Visit out stations each day: John R. Rollins School for Prospect Hill Schools; at Packard and Emily G. Wetherbee for South Side Schools; at Warren Street for schools west of railroad; at Cross Street for schools east of railroad and west of Amesbury and White Streets. All other schools report at office.

## JANITORS.

Storow School,	}	Patrick J. Moran, 117 Garden St.
Walton School,		
Newbury Street School,		
Prospect Street School,	}	John Dolan, 121 Elm St.
Harrington School,		
Oak Street School,		
Hampshire Street School,	}	Michael P. Higgins, 69 Union St.
Park Street School,		
Amesbury Street School,		
Essex School,	}	R. G. Newton, 9 Merrimack View.
Lowell Annex,		
Lowell Street School,	}	William Butler, 32 Warren St.
Warren Street School,		
Riverside School,		
Packard School,	}	John Scannell, 7 Chester St.
Packard School Annex,		
Union Street School,	}	Thos. J. McLaughlin, 52 Cambridge St.
High School,		
Oliver School,	}	Andrew J. Dunn, 21 Buswell St.
		Patrick Fitzpatrick, 291 Elm St.
Washington School,	}	Patrick Murley, 283 Elm St.
Arlington School,	}	John Hayes, 236 Lawrence St.
John R. Rollins School,		
John K. Tarbox, School,	}	Waldo H. Lesure, 5 Home St.
Manual Training School,		John Haggerty, 196 Park St.
Emily G. Wetherbee School.	}	John Mahoney, 134 Oak St.
Daniel Saunders School,	}	Daniel Donovan, 222 Salem St.
Daniel Saunders School Annex,	}	M. F. Donovan, 446 Andover St.
Cross Street School,		
Franklin School,	}	R. W. Patterson, 59 Concord St.
Berkeley School,		
Arlington Annex,	}	John Hoyer, 5 Knox St.
		Arthur C. Hey, 23 Lake St.

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## CALENDAR

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The first term of the school year begins Tuesday, September 10th, and continues fifteen weeks, ending Friday, December 20th.

The second term begins Monday, December 30th, and continues thirteen weeks, ending Friday, March 28th.

The third term begins Monday, April 7th, and continues twelve weeks, ending Thursday, June 26th.

### HOLIDAYS

New Year's Day, Washington's Birthday, Nineteenth of April, Memorial Day, the day of the convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS

The week inclusive of Christmas Day, the week in which occurs April 1st, and the period in Summer from June 27th to September 9th.

### SCHOOL SESSIONS

*High School*—Every week day except Saturday from 8.15 a. m. to 1 p. m.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 a. m., and from 1.45 to 3.45 p. m.

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### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 a. m. and 1 p. m., or at 6.30 p. m., indicates that the sessions of the schools immediately following the signals will be omitted.



# SCHOOL COMMITTEE

## FOR 1902.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JAMES F. LEONARD, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
J. E. BURKE,	<i>Secretary</i>

### MEMBERS

		Term Exp.
Ward 1.	BENJAMIN P. CHENEY, 1 Logan Street.	1902
	OTTO MULLER, 108 East Haverhill Street.	1902
Ward 2.	CHARLES A McCARTHY, M. D., 15 Trenton Street.	1902
	WILLIAM J. McCARTHY, 136 Elm Street.	1902
Ward 3.	JAMES J. SULLIVAN, 357 Oak Street.	1904
	JOHN BREEN, 369 Oak Street.	1904
Ward 4.	MAURICE J. MAHONEY, 182 Hampshire Street.	1904
	THOMAS TETREAU, M. D., 61 Franklin Street.	1904
Ward 5.	GEORGE S. J. HYDE, 620 Haverhill Street.	1903
	WILLIAM HENDRY, 17 Essex Avenue.	1903
Ward 6.	MICHAEL J. SULLIVAN, 59 Farnham Street.	1903
	PHILIP A. McCARTHY, 55 Osgood Street.	1903

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*STANDING COMMITTEES.*

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Advisory and Auditing—Messrs. Breen, Hyde and M. J. Sullivan.

Music—Messrs. Cheney, Hendry and W. J. McCarthy.

Text Books and Supplies—Messrs. Hyde, Mahoney, W. J. McCarthy, Cheney, P. A. McCarthy and J. J. Sullivan.

Private Schools—Messrs. Dr. Tetreau, Hyde and Dr. McCarthy.

Evening Schools and Drawing—Messrs. M. J. Sullivan, Hendry, Dr. Tetreau, Muller, Dr. McCarthy and J. J. Sullivan.

High School and Normal Department of Training School—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Tetreau, Dr. McCarthy and Cheney.

Grammar Schools—Messrs. Mahoney, Hendry, Muller, W. J. McCarthy, P. A. McCarthy and J. J. Sullivan.

Rules—Messrs. Mahoney, Muller and W. J. McCarthy.

School Houses and Sanitation—Messrs. Dr. McCarthy, M. J. Sullivan, Dr. Tetreau and P. A. McCarthy.

Salaries—Messrs. Hendry, Breen and Muller.

Manual Training—Messrs. Hyde, P. A. McCarthy and J. J. Sullivan.

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*MIDDLE AND PRIMARY SCHOOLS.*

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Prospect Street, John R. Rollins, Storrow and Walton Schools.—Messrs. Cheney and Muller.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Dr. McCarthy and W. J. McCarthy.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex and Riverside Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. Sullivan and P. A. McCarthy.

FIFTY - SIXTH

ANNUAL REPORT

OF THE

School Committee

OF THE

City of Lawrence,

MASSACHUSETTS.



1902.

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LAWRENCE, MASS. :  
J. H. STAFFORD PRINT.

1903.



# SCHOOL COMMITTEE

FOR 1902.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JAMES F. LEONARD, MAYOR, *Chairman ex-officio*

HON. JOHN BREEN, *Vice Chairman*

J. E. BURKE, *Secretary*

## MEMBERS:

		Term Exp.
<i>Ward 1.</i>	BENJAMIN P. CHENEY, 1 Logan Street.	1902
	OTTO MULLER, 108 East Haverhill Street.	1902
<i>Ward 2.</i>	CHARLES A. McCARTHY, M. D., 15 Trenton Street.	1902
	WILLIAM J. McCARTHY, 136 Elm Street.	1902
<i>Ward 3.</i>	JAMES J. SULLIVAN, 357 Oak Street,	1904
	JOHN BREEN, 369 Oak Street.	1904
<i>Ward 4.</i>	MAURICE J. MAHONEY, 182 Hampshire Street.	1904
	THOMAS TETREAU, M. D., 350 Haverhill Street.	1904
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1903
	WILLIAM HENDRY, 17 Essex Avenue.	1903
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, 59 Farnham Street.	1903
	PHILIP A. McCARTHY, 55 Osgood Street.	1903

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Cheney, Hendry and W. J. McCarthy.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, W. J. McCarthy, Cheney, P. A. McCarthy and J. J. Sullivan.

PRIVATE SCHOOLS—Messrs. Dr. Tetreau, Hyde and Dr. McCarthy.

EVENING SCHOOLS AND DRAWING—Messrs. M. J. Sullivan, Hendry, Dr. Tetreau, Muller, Dr. McCarthy and J. J. Sullivan.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Tetreau, Dr. McCarthy and Cheney.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Muller, W. J. McCarthy, P. A. McCarthy and J. J. Sullivan.

RULES—Messrs. Mahoney, Muller and W. J. McCarthy.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. McCarthy, M. J. Sullivan, Dr. Tetreau and P. A. McCarthy.

SALARIES—Messrs. Hendry, Breen and Muller.

MANUAL TRAINING—Messrs. Hyde, P. A. McCarthy and J. J. Sullivan.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Cheney and Muller.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Dr. McCarthy and W. J. McCarthy.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex and Riverside Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. Sullivan and P. A. McCarthy.

NOTE.—At the regular meeting of the School Committee held December 31, 1902, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.



# SUPERINTENDENT'S REPORT.

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LAWRENCE, MASS., DECEMBER 31, 1902.

*To the School Committee of the City of Lawrence:*

GENTLEMEN:—I have the honor of submitting to you my ninth annual report of the Public Schools of Lawrence, which forms the fifty-sixth of the series of annual reports of this department.

## FINANCIAL STATEMENT.

The following is the financial summary for the year ending December 31, 1902:

### *Receipts.*

Appropriation by City Council.....	\$180,000 00
For tuition and sale of text books.....	32 00
Overdraft.....	13,377 19

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\$193,409 19

### *Expenditures.*

Salaries of teachers.....	\$148,487 00
Salaries of janitors. ....	14,664 00
Salary of Superintendent... ..	3,000 00
Salaries of truant officers.....	2,100 00
For text books.....	4,373 17
For supplies.....	9,822 92
For fuel.....	8,066 65
For incidentals.....	2,895 45

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\$193,409 19

The following is a comparative estimate of expenditure for the years 1901 and 1902.

Expended during 1902.	1901.	Increase.	Decrease.
Salaries of teachers, \$148,487.00	\$141,301.22	\$7,185.78	
Salaries of janitors, 14,664.00	12,603.50	2,060.50	
Salary of Superintendent, 3,000.00	3,000.00		
Salaries of truant officers, 2,100.00	2,060.00	40.00	
For text books, 4,373.17	4,961.00		\$ 588.41
For supplies, *9,822.92	6,692.29	3,130.63	
For fuel, 8,066.65	11,289.53		3,222.88
For incidentals, 2,895.45	3,894.42		998.97
Totals, \$193,409.19	\$185,802.54	\$12,416.91	\$4810.26

Total increase during 1902, \$7,606.65.

\*Includes \$550 for a piano for new Bruce school and \$1,334 for typewriters for the High school.

During the year 1901 the school department expended for the support of all its schools the sum of \$185,802.54. The City Council for 1902, however, made an appropriation of only \$180,000. An overdraft under these circumstances became absolutely unavoidable. Our expenditure for 1902 amounts to \$193,409.19; \$7,606.65 greater than that expended the preceding year and \$13,377.19 in excess of our current appropriation. The principal items of increase are salaries of teachers, largely due to the appointment of additional numbers to the teaching corps; salaries of janitors assigned to new buildings; and amounts paid for supplies, an explanation of which is given elsewhere in this report. There is a decrease in the amounts paid for incidentals, for text books, and for coal. This last item of decrease is occasioned by the inability of the City Council to make the

customary large purchases of coal during the summer months for the entire following school year. For reasons presented at length in the last annual report of this department there are special bills for equipment of the laboratories of the High School which have not been included in our expenditures. During the year 1901 these special bills aggregated \$1,514.95. During the year just closed they amounted to \$1,650.22, distributed as follows:—

Central School Supply Co., \$333.88; Dyer & Co., \$468.98; G. H. Kittredge, \$13.80; Andrew J. Lloyd & Co., \$143.13; D. S. Hall & Son, \$58.29; Knott Apparatus Co., \$38.20; Ziegler Electric Co., \$593.94. Total, \$1,650.22.

### SCHOOL EXPENDITURES.

I am unaware of the existence of any adverse criticism concerning the expenses of the school department. For this very reason the present may be an opportune time to discuss the question of school expenditure. At all events such a discussion occasionally is pertinent in our reports.

The cost of maintaining our school system is continually increasing. It would be ridiculous to disguise this condition, and to attempt to prevent it would be the height of folly. A community, characterized by a healthy growth, is presenting daily additional pupils for instruction in its schools. This increased enrollment of pupils necessitates greater expenditures. It calls for larger purchases of text-books and supplies. It requires an additional number of teachers, who must be paid reasonable salaries for the preservation of their own existence to say nothing of the dignity of their calling. This continually increasing attendance, moreover, demands

from time to time new school buildings which must be constructed upon modern principles according to plans acceptable to the State authorities. Statutory law requires that these buildings be heated and ventilated in accordance with the most approved methods, or systems. This entails extra cost not only in the construction of school buildings, but also in the subsequent maintenance of them. These buildings, moreover, are costly and valuable. It is economy to protect them with exceptional care and caution. Thus a larger number of janitors and more efficient janitor service become indispensable.

As the number of pupils increases, there is a corresponding increase in the enrollment in higher grades, those of the High School especially. Such attendance is hopeful—it is a desideratum towards which all lower grades are striving. But in these upper grades for obvious reasons the cost of instruction for the individual pupil is greater. A more effective teaching corps, smaller classes of pupils, more costly textbooks, expensive apparatus and equipment—all these are required.

Such in brief are some of the tributaries of the greater cost of public school instruction, and all of them are traceable to the same fruitful source, namely, an increased school population. I shall refer elsewhere to our system of evening schools. I desire merely to remark in this connection that their growth and their advancement in efficiency from year to year must tend to increase our current expenditures.

I have always assumed that our citizens are willing to expend a reasonable sum of money for the support of schools. This reasonable sum should not be determined by a com-

parison with the expenditures of the wealthiest cities of our Commonwealth on the one hand, nor of the poorest on the other. It should be the equivalent of that paid by other cities with similar population, valuation and industries. Our city certainly stands prepared to appropriate as much proportionally as the average of all the cities of the Commonwealth.

In order to present this subject clearly and authoritatively, I have compiled a statistical table showing the amounts paid for maintenance of schools in all the cities of the Commonwealth. These statistics are taken from the last annual report of the State Board of Education and embrace the yearly period ending Dec. 31, 1901. I therefore invite your attention to the following comparisons which are readily suggested by the table :—

1. The cost of instruction for each child attending school upon the basis of average attendance is \$26.96 in Lawrence. Our city ranks twenty-first among the thirty-two cities of the Commonwealth. We expend less per capita than any of the larger cities except Fall River and Brockton, and \$1.62 less than the average of all the cities, which is \$28.58.

2. The per capita cost of maintaining schools upon the basis of average membership (according to a method of computation adopted by the State Board of education) is \$25.30 in Lawrence. Here our city ranks eighteenth among the cities of the Commonwealth and expends less than any of the larger cities except Fall River, Lynn and Brockton, and \$1.02 less than the average of all the cities, which is \$26.32.

3. Upon the basis of the census returns, including all children between the ages of five and fifteen, our per capita expenditure is \$16.27; less than any of our sister cities

# Statistical Table Based Upon the Sixty-fifth Annual Report of the State Board of Education.

CITIES.	Population.	Total Expenditures for Maintenance of Schools, exclusive of newbuildings and repairs.	Average Attendance.	Average Membership.	Number of Children from 5 to 15 Yrs.	Per Capita Cost of Maintaining Schools Based on			
						Average Attendance.	Average Membership.	Children from 5 to 15 Yrs.	
BOSTON.....	560,809	\$2,616,101 54	71,414	79,834	90,144	\$36.31	\$32.76	\$29.02	Average Per Capita based on average membership.
WORCESTER.....	118,421	498,617 09	15,836	17,516	20,206	31.49	28.47	24.67	
FALL RIVER.....	70,863	288,808 22	11,513	12,805	21,512	25.09	22.48	13.43	Average Per Capita based on average membership.
LOWELL.....	31,963	304,678 81	9,678	10,623	14,710	31.48	28.68	20.71	
CAMBRIDGE.....	91,886	410,406 82	12,684	9,328	15,131	32.40	29.74	27.16	Average Per Capita based on average membership.
LYNN.....	68,613	233,288 50	8,616	6,352	10,505	27.08	25.01	22.02	
LAWRENCE.....	62,550	171,253 18	6,892	7,541	10,527	26.96	25.30	16.27	Average Per Capita based on average membership.
NEW BEDFORD.....	62,442	194,034 23	6,892	8,491	11,319	27.02	25.85	17.22	
SPRINGFIELD.....	62,050	317,954 45	9,032	9,200	10,251	37.43	34.86	31.02	Average Per Capita based on average membership.
SOMERVILLE.....	61,643	260,403 00	4,915	5,462	10,466	28.77	27.01	24.88	
HOLYOKE.....	45,712	185,010 87	4,915	5,462	7,479	37.64	33.87	19.52	Average Per Capita based on average membership.
BROCKTON.....	40,063	146,110 74	5,757	6,486	7,055	25.40	22.53	20.71	
HAVERHILL.....	37,175	128,884 25	4,460	4,859	5,842	28.90	26.82	22.06	Average Per Capita based on average membership.
SALEM.....	35,956	117,546 18	3,900	4,376	5,190	29.63	26.82	18.96	
CHELSEA.....	34,972	109,845 80	4,803	5,190	6,023	22.87	21.16	18.24	Average Per Capita based on average membership.
MALDEN.....	33,664	165,426 12	5,068	5,465	6,052	32.64	30.27	27.33	
NEWTON.....	33,587	186,426 23	4,678	5,125	5,386	30.96	29.47	26.05	Average Per Capita based on average membership.
PITCHBURG.....	31,531	110,501 41	3,553	3,733	4,594	31.13	28.01	21.31	
TAUNTON.....	31,036	109,332 02	4,294	4,437	5,131	17.52	16.35	18.05	Average Per Capita based on average membership.
GLOUCESTER.....	26,121	75,214 58	4,292	4,692	4,456	24.67	23.80	24.05	
EVERETT.....	24,366	107,227 68	4,347	4,692	4,965	21.28	25.20	16.15	Average Per Capita based on average membership.
NORTH ADAMS.....	24,300	73,720 00	2,702	2,925	3,665	23.05	23.05	19.91	
QUINCY.....	23,899	101,500 00	4,408	4,703	5,039	30.27	28.19	21.49	Average Per Capita based on average membership.
WALTHAM.....	23,481	81,105 43	2,682	2,860	3,778	38.92	36.63	30.79	
PITTSFIELD.....	21,766	80,806 11	3,031	3,302	4,031	24.59	22.63	18.26	Average Per Capita based on average membership.
CHICOPEE.....	19,167	49,946 39	2,031	2,207	2,925	28.22	26.45	21.67	
NORTHAMPTON.....	18,643	63,376 36	2,246	2,396	2,925	32.54	30.27	29.73	Average Per Capita based on average membership.
MEDFORD.....	18,244	97,043 80	2,982	3,297	3,860	21.34	19.54	14.01	
NEWBURYPORT.....	14,478	32,331 72	1,543	1,685	2,360	22.04	20.51	16.86	Average Per Capita based on average membership.
WOBURN.....	14,254	54,359 80	2,466	2,650	2,302	20.88	27.32	25.00	
BEVERLEY.....	13,884	57,556 48	1,926	2,107	2,302	27.41	25.08	20.04	Average Per Capita based on average membership.
MARLBORO.....	13,609	56,050 18	2,041	2,253	2,797				



except Fall River, North Adams, Chicopee and Newburyport; and \$5.35 less than the general average.

An explanation of this great inequality is not found altogether in the fact that an unusual number of our children enter workshops and factories at an early age, nor in the fact that large private schools are maintained in Lawrence. The sixty-fifth report of the Massachusetts State Board of Education, above referred to, gives the following cities having an attendance of over one thousand pupils in private schools:—Boston, 20,130; Lowell, 5,305; Holyoke, 3,990; Fall River, 3,856; Lawrence, 3,136; Worcester, 3,103; Cambridge, 3,004; New Bedford, 2,848; Salem, 2,519; Springfield, 1,779; Haverhill, 1,645; Somerville, 1,632, Fitchburg, 1,600; Malden, 1,297; Waltham, 1,212; Lynn (no returns).

It would be manifestly unfair to compare our expenditures with those of the wealthiest cities of the Commonwealth, or those that differ from us materially in resources or industries. But that a ready comparison may be made with the cities which in nearly every respect are identical with our own, I submit the following abridged table giving the per capita cost of instruction in the foremost manufacturing cities of Massachusetts, namely: Fall River, Lowell, Lawrence, New Bedford and Holyoke:

Per Capita Cost of Instruction Based on

	Average Attendance.	Average Membership.	School Census Enumeration.
Fall River	\$25.09	\$22.48	\$13.43
Lowell	31.48	28.68	20.71
New Bedford	27.92	25.85	17.22
Holyoke	37.64	33.87	19.52
Average Cost	\$30.53	\$27.72	\$17.72
Lawrence	\$26.96	\$25.30	\$16.27

From this abridged table the following facts are easily deduced: First, that upon the basis of average attendance Lawrence expends less per capita than any of the large manufacturing cities except Fall River, and \$3.57 less than the average of these four cities; again, that we expend less than any city, except Fall River, upon the basis of average membership and \$2.42 less than the average cost in these cities; and finally, that Lawrence expends less per capita upon the basis of school enumeration than any of the other cities and \$1.45 less than the average paid by the cities of Fall River, Lowell, New Bedford and Holyoke.

## LOWELL NORMAL SCHOOL AND LAWRENCE PRACTICE SCHOOL.

The incorporation of the Lawrence training school as a school of observation and practice in the Lowell Normal school system became finally operative in February of this year. At that time a class of undergraduate students from Lowell entered our local institution to assume practice work.

The general plan for the consolidation of the two schools was outlined in my last annual school report. The practical operation of the scheme at the present time may be briefly summarized as follows: During their second year as members of the Lowell normal school, Lawrence girls devote seven months of the ten months constituting the school year to academic and theoretical work in Lowell and spend the three remaining months in practice work in our local training school. It is desirable that eventually the practice work of these three months may be consecutive; but at the present it is divided into two periods, one month at one time and two months at another.

During these periods of observation and practice each student has charge of a small group of children, and receives from the critic teachers daily assistance in the methods of teaching these pupils and in the management and control of them. She has classes in three subjects—reading, phonics and number. In addition, she is instructed in music and drawing by the special teachers in these departments; and thorough explanations are given her concerning our local courses of study, the rules of the school committee, the preparations of registers, reports, etc. At the expiration of two years, students who have completed satisfactorily the pre-

scribed course of study at the Lowell normal school are regularly graduated from that institution. Lawrence girls then return to us to undertake a five months' course of uninterrupted practice work. During this last half year of practice work each pupil teacher has charge of a room. The instructions and the assistance of critic teachers are continued, and are of such a character as to conform with the larger responsibilities and the broader activities which the young teacher has assumed.

The work is so arranged that the pupil teacher meets different groups of children from those she encountered during her undergraduate periods of practice and observation. Upon the satisfactory accomplishment of this supplementary course in our local school, the young ladies are adjudged, both from their theoretical and practical education, qualified to teach in the Lawrence public schools, and their names are placed upon our unassigned list by vote of the School Committee.

The principal and critic teachers of our local school are in constant correspondence and consultation with the principal and teachers at Lowell, and there is everywhere manifest a readiness and an eagerness to bring the two schools into the closest and most harmonious relationship. Certainly everything augurs well for the successful furtherance of the plan of consolidation. I may here express a personal desire that before long by some provision on the part of the city or the state—or by both conjointly—more adequate facilities in a more suitable school building may be provided for this all-important object—the training of the future teachers of our children.

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EVENING SCHOOLS.

The enrollment in our evening schools at the present time is as follows ; High School, 300 ; Oliver, 1,142 ; Essex, 120 ; Packard, 82 ; Drawing Classes, 82 ; total, 1,726.

These figures, which are continually growing larger, reveal the magnitude and the importance of the problem of evening school instruction. In no department of our educational system is there such an imperative call for intelligent oversight. These schools in the past have failed to receive that thoughtful consideration which they deserve. It is clearly our duty in the future to bestow upon them more generously of our strength and of our revenues, if they are to realize even partially the purposes for which they were established. We must provide them more liberally with equipment and with text-books suitable to their needs ; we must reduce the size of classes wherever it is practicable ; and we must appoint to their corps of instruction the very best teachers that the circumstances will permit.

Our evening high school which was re-organized a few years ago has passed its experimental stage, and is now established upon a substantial and an enduring basis. From its earlier precarious condition it has developed into a strong, vigorous and vitalizing force. It is not presumed that either in quantity or in quality is the work here accomplished commensurate with that of our day high school ; and yet the work is of an exceptionally commendable character and the results obtained are peculiarly gratifying. This year we have introduced a series of interesting lectures for the classes of the evening high school and have found them stimulating and altogether wholesome. This experiment is worthy of atten-

tion. It is rich in suggestions of attractiveness for evening pupils generally. As I have explained in previous reports an evening high school pupil is required to take three studies each evening. After successfully completing three studies each year for three years—nine different subjects in all—the pupil is regularly graduated and receives a diploma from the School Committee. Last year the graduating class contained twenty-six pupils. The scope of the work in the evening high school may be learned from the following classification of pupils according to the subjects pursued during the present term. Physics is studied by 92 pupils, Chemistry by 27, Advanced Arithmetic by 133, Book-keeping by 97, Algebra by 100, Advanced Algebra by 19, Geometry by 15, English History by 49, Political History of the United States by 42, English by 155, Latin by 28, French by 134, Advanced French by 25, German by 26, Advanced German by 10, Commercial Law by 34.

The attendance upon our elementary evening schools likewise is increasing rapidly. This increase is particularly noticeable at the Oliver school where 1,142 pupils are enrolled. It became impossible to provide for such a large number at the Oliver school and rooms were opened for their accommodation in the old high school building. The entire second floor of this building is now devoted to evening school classes. It may become feasible in the future to decentralize still farther, utilizing perhaps other buildings in the centre of the city. Thus the classes might be reduced in size and instruction be made more effective.

Unfortunately for themselves possibly, but nevertheless serviceably for the evening schools, a large number of un-



assigned teachers are awaiting appointments to our day schools. These are trained teachers, graduates of our normal and training schools. All of these have been assigned to positions in our elementary evening schools and the results of their experienced efforts contrast sharply with the attempts of other teachers who lack this preliminary training.

It is altogether likely that each year we shall have a waiting list, but not one sufficiently large to supply our full quota of evening school teachers. It would be a decided advantage if young teachers, who are filling subordinate positions in our day schools at a minimum salary, might be assigned evening school work in accordance with some carefully formulated plan. I know that there are serious objections to the employment of any person during both day and evening, but possibly these objections might be removed in particular instances provided the work of the day were made less irksome. This suggestion may not appear altogether feasible; neither is it wholly impracticable. At all events a competent trained teacher should be placed in charge of the assistant teachers in every room, and be held responsible for the introduction of order and method where heretofore much has been empirical and chaotic.

### NEW SCHOOL BUILDINGS.

In five consecutive school reports I have urged the demands for a new school building at some central point in that section of the city north and east of the Spicket River. During the past year the overcrowded inconveniences in these neighborhoods have been relieved somewhat by the removal of the old high school annex—a four room building—

to the vicinity of the Park street school, and by the addition of two rooms to the rear of the Storrow school. But these improvements are not designed to afford permanent relief. They are merely temporary expedients which fail to lessen in the least the imperative need of a large and substantial new building. We still continue to occupy the German school on Berkeley street and the vestry of the Methodist Church on Arlington street; and it is not unlikely that, upon the opening of the schools next September, the Committee may be searching for additional rentals for the accommodation of the in-coming classes. The School Committee is empowered by statute to "select lands for school purposes and to recommend the plans of all school buildings to be erected or altered," but, inconsistently enough, "they shall have no power to employ laborers, mechanics or contractors to construct, alter or repair any school building, and they shall have no power to purchase any land for school purposes. Such powers are vested in the City Council."

In the exercise of its authority the School Committee at a special meeting held on the twenty-first day of May voted to select for the site of a new school building a lot of land situated on the northerly side of Park street between Bruce and Saunders streets, having a frontage of 220.7 feet on Park street, 156 feet on Bruce street and 249.4 feet on Saunders street, and containing in all 40,425 square feet.

This lot is unquestionably the most desirable that can be procured north of the Spicket for a new school building, and it is regrettable that the City Council failed to adopt the recommendation of the School Committee and make an immediate purchase. Had the City Council taken this desired

action the School Committee would have proceeded forthwith to recommend suitable plans, and much real progress might be reported at this time. At the close of the municipal year there is evident an intent on the part of the City Government to follow the suggestions of the School Committee and to make an adequate appropriation for the purchase of this proposed site and the erection of a school building. It is devoutly to be wished that the City Government for the year 1903 may make all possible speed toward favorable action.

The classes entering the Union street school last September were not so large as we anticipated; consequently the children of these grades are comfortably accommodated. At the Packard school, however, the classes are altogether too large, and it has become necessary to utilize the hall of this building for classroom purposes. This section of the city is increasing rapidly in school population, and in the near future will require an additional permanent building.

### THE ALEXANDER B. BRUCE SCHOOL.

The new ward five school was opened for occupancy by the pupils on Monday morning, April fourteenth. On that day ten classes from the Essex school and two from the Lowell street school were transferred to the new building, thus filling all of its twelve class-rooms. At the same time the pupils temporarily accommodated in the United Congregational Church were removed to the Essex school, and the church was abandoned for school purposes. A few days later the four classes at the Warren street school were transferred to the Essex, and the Warren street building was

closed to await the time when it shall be called again into requisition.

The new school afforded great relief to the pent-up and painful inconveniences that had long prevailed in this populous section of the city and its occupancy was welcomed most heartily by parents, pupils and teachers alike.

The formal opening of the building was held under the auspices of the School Committee on the evening of Wednesday, April sixteenth. The special guests of the School Committee on this occasion were the Mayor and members of the City Council, the City Officials, the Commission under whose control the building was erected, Ex-Mayor Alexander B. Bruce, Mr. Robert Redford, and the architect of the building, Mr. William P. Regan. After an inspection of the building the public were invited to attend the following exercises which were held in the beautiful school hall :

### *ORDER OF EXERCISES.*

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1. OVERTURE,  
BY ALEXANDER B. BRUCE SCHOOL ORCHESTRA.
2. REMARKS,  
BY HIS HONOR MAYOR LEONARD, Presiding Officer.
3. REMARKS,  
BY HON. ALEXANDER B. BRUCE,  
In whose honor the building has been named.
4. REMARKS,  
BY MR. ROBERT REDFORD,  
Through whose generosity the Bell was presented.
5. REMARKS,  
BY HON. ROBERT H. TEWKSBURY,  
Secretary of Ward Five School Commission.

## 6. VIOLIN SOLO,

BY ETHEL BEECROFT.

## 7. REMARKS,

BY MR. MAURICE J. MAHONEY,  
Chairman of the Grammar School Committee.

## 8. REMARKS,

BY MR. GEORGE S. J. HYDE,  
Member of the School Committee from Ward Five.

## 9. REMARKS,

BY MR. J. E. BURKE,  
Superintendent of the Lawrence Public Schools.

## 10. CHORUS,

BY PUPILS OF THE ALEXANDER B. BRUCE SCHOOL.

## UNPRETENTIOUS SCHOOL-HOUSES.

I quote the following sentences from my last annual report:—

Within the past few years Lawrence has erected at considerable expense several large school buildings. In the very centre of the city is our magnificent high school. Crowning two of our lovely hills are grammar school buildings beautiful in design and architecture. South Lawrence boasts of its artistic Emily G. Wetherbee School. Less attractive than any of the others, but none the less desirable in interior serviceableness, is the John K. Tarbox School on Walnut street. I do not recommend this last building as a model of art or construction, but I do commend it for its simplicity and its relative inexpensiveness.

I am a lover of art and its refinement, and would delight to see all our public buildings the embodiment of artistic beauty. But I realize keenly that Lawrence cannot afford to provide ornamental buildings in sufficient number to ac-

commodate our rapidly increasing school population. And when I see at least a thousand of our pupils affected by unsanitary surroundings, one hundred first grade pupils in an ordinary class-room, others in rooms that are dark and uninviting, I cannot but feel that their lives and characters are sacrificed that others may enjoy the richest modern luxuries. Such a condition is undemocratic and unjust. Stern necessity and a positive sense of duty demand that the future school buildings of our city, while being thoroughly hygienic, perfectly lighted, systematically heated and ventilated, be at the same time plain, substantial and unpretentious, devoid of unnecessary ornamentation. The crying need in school house construction today is for less of form and more of substance.

### BETTER FACILITIES.

Early in the year the School Committee petitioned the City Council to remodel the first floor of the old high school building and convert it into suitable accommodations for the offices of the school department. This request has met with no response. The School Committee holds its meetings in a vacant room in the old high school building. The room is wholly wanting in adaptability for the purposes for which it is used. Its furniture consists of desks and chairs that were abandoned when the high school pupils were transferred to more attractive surroundings. The rooms of the School Committee should conform more closely to the dignity of such a representative body. There should be at least ordinary facilities for the transaction of duties that are paramount in importance to those discharged by any other municipal



board. Then again the office of the Superintendent of Schools should be more in keeping with the large amount of routine work performed. The clerical work of this department is multiplying daily. It is indispensable that records, reports, papers, documents, correspondence, etc., should be systematically classified and preserved. The office itself is sufficiently commodious; but in facilities for filing papers and for keeping ready and accessible important reference material, it is sadly and almost entirely deficient. It would seem that a city of such prominence as Lawrence should hesitate no longer in providing adequate arrangements for the rooms of its School Committee and the office of its Superintendent of Schools.

### HOME WORK AND THE CURRICULUM IN ELEMENTARY GRADES.

In Lawrence the elementary school course comprises eight years or grades. During the first six years all home study is discouraged and none whatever is required. In the seventh grade a gradual introduction to home work is made. Teachers are instructed to exercise the greatest care, and to assign only lessons that are agreeable in their nature and that take less than an hour for preparation. In the final grade, the eighth, where seventy-five per cent of the children are preparing for the high school, it is deemed advisable for many reasons to demand some methodical independent home study. Even here, however, the easier studies are prepared at home—history for instance instead of arithmetic—and the time devoted to such study is limited to one hour.

Abuses in the distribution of home work may arise from the zeal of teachers or the ambition of pupils. But if the corrective and restraining influence of the grammar master is effective, if thoughtful vigilance is exerted continually, the evil results of the system may easily be reduced to a minimum and the maximum of benefits be derived. To excessive or arbitrary assignment of home tasks I am unalterably opposed. But when in the seventh or eighth grades the work is prudently, cautiously and relatively given with reasonable limitations, all opposition is removed and merged in earnest approval.

Are there too many studies in the curriculum of the grammar school? is a question to be answered by local considerations. The range of studies in one community may be more extensive than in another. Indeed this is true of different sections of the same city.

There are certain well-defined essential intellectual branches, viz: Arithmetic, writing, geography and nature observations, spelling, one's native language, history both local and general, music and drawing leading to aesthetics, and reading preparatory to appreciation of literature. All these are fundamental, and indispensable to the most elementary education. We introduce the child to them according to his capacity of comprehension. If we attempt to secure too intimate an acquaintance at first, and make our work too intensive, there is danger—not however from the subjects, but from our own faulty methods.

I believe that instruction in grammar grades should be restricted to these fundamental studies. Speaking generally, I disapprove of the introduction into the elementary schools

of algebra, geometry, Latin, French, German, or elementary sciences *as sciences*. These studies should be reserved for the high school where they properly belong. Of course such so-called enrichment may be acceptable and profitable to some exceptional communities. The folly arises when other communities dissimilarly constituted attempt to follow their leadership. Altogether too frequent in these instances the extension of the grammar school curriculum leads to overwork and overcrowding, and to the dissipation of the time and energies of both teachers and pupils.

### LABOR CERTIFICATES.

By the requirements of statute law no minor between the ages of fourteen and sixteen shall be employed in any factory, workshop, or mercantile establishment unless he procures an age and schooling certificate signed by the Superintendent of Schools or by some one acting under authority thereof. During the past year twelve hundred such certificates were issued from this office. It is obvious that the issuance of these certificates involves considerable time and labor, and moreover imposes upon this department no small burden of responsibility. A large number of those demanding certificates speak languages with which we are unfamiliar, and our knowledge of the facts must be gained through an interpreter. It is not altogether surprising that these newly-arrived immigrants, in their anxiety to make their children bread-winners, should resort sometimes to misrepresentation and deceit. We are constantly upon our guard against deception, and exhaust all our resources to ascertain the true facts in every instance. We require applicants for

a certificate to furnish what to us seems conclusive evidence as to age and other representations. The age of a native born child is determined by town, city, parochial or school records, and by local census returns. Parents of a foreign-born child are compelled to present an accredited certificate of birth or baptism from the town or city of the child's nativity.

We guard against the denial of a certificate to a child entitled to receive one. We are solicitous that full justice shall be accorded to all. But we are conscious that a vital principle is involved. In the first place, the parent is obliged to take oath relative to the age of the child. This and every other oath should be safeguarded and kept inviolate. Then, again, the public law is explicit; and if we are to teach anything it should be this,—the sanctity of the expressed will of the people, and the futility and the discredit of attempting to evade the laws.

Attached to the age and schooling certificate is the following sentence prescribed by statute law:—"This certificate belongs to the person herein named and is to be surrendered to him (or her) whenever he (or she) leaves the service of the corporation or employer holding the same."

I am convinced that this requirement of the statute should be amended. In my judgment the certificate should continue to be at all times the property of the Superintendent of Schools. It should remain in the custody of the employer so long as the minor remains in his employ. Whenever the minor leaves the service of the company or corporation the certificate should be returned, not to the minor to do with it as he may deem expedient, but to the Superintendent of Schools.

And in the office of the school department the certificate should remain until the minor, corresponding in every particular to the description upon the certificate, should make a request for it and present at the same time an employment ticket from an overseer or a manager.

These reflections are prompted by unpleasant experiences. I have learned that some of these labor certificates, that in accordance with law are returned to minors on withdrawal from workshop and factory, are never used again by the individuals to whom they were issued; but unfortunately they get into the possession of designing men who ingeniously manipulate them and for a consideration furnish them to children under fourteen years of age; and the children thus fortified are enabled to secure employment in defiance of the laws. The opportunity for such a circulation of labor certificates should be removed; and I believe that the statutory change which I have suggested would tend to minimize these vicious practices, even though it might not altogether prevent them.

### PROFESSIONAL READING FOR TEACHERS.

Why read? Why read at all? There is a long range from the remark of Louis Quatorse, "Read? Why need I read?" to the utterance of that other illustrious Frenchman, Victor Hugo, "He who reads, thinks; and he who thinks, reasons." We must read and think and reason with Hugo before we can catch a glimpse of the intellectual brilliancy of Louis the Great. We read in order to become familiar with the wisest and noblest and most cultivated minds of all the ages; to gain capacity for higher life, for purer pleasures, for more perfect freedom.



And what shall I read? Whatever is genuinely pure and beautiful, refining and ennobling, thought provoking and ideal-framing, anywhere it may be found in all the literatures of all the ages.

And will acquaintance with these masterpieces assist me toward self-improvement, and can I correlate my study thereof with my school work? Yes, most assuredly. Read that little book by Hughes entitled "Dickens as an Educator," and you have in miniature the inspirations of the truly great master writers. Literature treats of life, its adversities, its successes, its aspirations, its loves, its imperfections, its sanctifications; and education is a preparation for this life, a participation in this life, a resultant of the experiences of life.

We may classify educational literature under three distinct groups.

First, the popular educational journals whose name is legion. I learn from the reports of teachers that these journals are read quite generally. There are few teachers who fail to read one or more of these regularly. I do not war against these publications—they all serve a useful purpose. But they are by no means a high type of professional literature. Occasionally they contain thoughtful suggestions and wise and salutary instruction. But principally they are devoted to methods—short cross-paths to success—which are likely to be misleading and unreliable. They contain too much of the form and too little of the substance.

Then there is that higher class of educational journals embracing among others the Educational Review, the School Review, N. Y. Teachers' Monographs, Journal of Pedagogy, and Pedagogical Seminary. These treat chiefly of



the problems in dispute, the living questions of the schoolmen of today, and their contributors are our ablest educators. The reading of these publications should be encouraged in all heartiness and sincerity. But I find them mentioned only infrequently in the reports from our teachers.

Again there is a third group—the real and only authorities—the classics of the profession, the monumental, epoch-making books. These are the beacon lights for our guidance, and they are the treasure houses of accumulated wisdom and experience. They are the exhaustless, the unexpended, the eternally creative and educative forces. They instruct, they elevate, they guide aright. They are the truly universal. They appeal to teachers everywhere. If the contributors to the subject of education were characterized by literary inabilities, by want of reason or judgment, by caprice or fancy, or mediocrity, or senility, or any weaknesses or imperfections, then there would be a manifest excuse or justification for the deplorable lack of professional reading. But you know, and I know, that the general and specific subjects of education have challenged the best thoughts and the ripest wisdom and the most varied experiences of the greatest minds of all the ages. The subject of education has been the one *grand passion* of the divinest souls. Contemplate the names of these great educational authorities: Socrates, Isocrates, Plato, Quintilian, Plutarch, Marcus Aurelius, St. Augustine, Columba, Alcuin, Loyola, Rabelais, Ascham, Montaigne, Bacon, Comenius, Locke, Leibnitz, Fenelon, Rousseau, Pestalozzi, Herbert, Froebel, Arnold of Rugby, Herbert Spencer, and Horace Mann. There is inspiration in the mere thought of these illustrious ones.

*Progress*—This is the golden epoch of progress. As never before in the world's history there is manifest a universal longing for the undiscovered and an up-reaching for whatever is highest and best. Everywhere is visible restlessness, variability, discontent, evolution. The age is characterized by the emancipation of mind and the consequent enthrallment of nature. In this continuous sequence of progress educated intelligence is both cause and effect. The school is the refinery of the intellect. The school therefore should be the controlling force in genuine progress as well as its choicest product. It is at once result and resultant. In the equation of advancement education is an unknown product, unknown because of its immensity. Progress is life, it is growth; and to grow means to outgrow. It is impossible for us and our activities to remain passive and unchanged. There is no such thing as the unchangeable, except Divinity. We either go forward or backward—advance or recede. In the absence of progress comes stagnation: and stagnation means decay, and decay is death.

If the school is to fulfil its mission, if it is to remain a dominant influence in the shaping of the world's destinies, then it must be continually and eternally improving. To be as good as yesterday the school must be better than yesterday, because its opportunities are greater than yesterday's; and it must contribute to the larger usefulness and possibility of to-morrow. It must continually progress from the sphere of the available good to that of the attainable best.

*Retrogression*—We must go forward or backward. The antithesis of progress therefore is retrogression. And in the

case of the teacher the high water mark of retrogression is self-sufficiency.

Show me a teacher satisfied with herself and her attainments, and I'll point out evidences of unproductiveness and failure. Robert Quick has wisely said, "It would be a long step in advance if teachers were as dissatisfied with themselves as they usually are with their pupils." And Bishop Spalding never wrote more philosophic words than these, "The actual is mockery unless it may be looked upon as the means of attaining a higher state."

What we clamor for then, in our school work, is dissatisfaction and discontent. Teachers need to be conscious of their individual weaknesses and imperfections, and become determined to overcome these by self-examination and self-improvement. They should stand on tip-toe expectant of the latest bit of educational news that may encourage them and enhance their usefulness. They should be as appreciative as Carlyle when he exclaimed, "Here comes Emerson with news from the Empyrean."

We must have this news either from the Empyrean or from the depths. Let us prefer to listen to the "blessed upon the mountains who are the bearers of good tidings." Let us prefer to walk in spirit upon those celestial love-lit heights with the world-conquering souls who uplift humanity, instruct us aright and guide us into paths of perfection.

We must be in communion with the great thinkers of the past and present, with the inspired teachers of all the ages, in order that a little of their divinity may be ours. And why? That we may be true to ourselves and to our pupils?

Yes: But more. We are told that retrogression is more natural than progress; that there is a retrograde tendency in our mortality. Weismann, the great German biologist, seems to prove that there is in mankind as well as in the soul-less living a tendency to approximate the average of the species. And that great German Shakespeare, Goethe, warns us that, in order to contravert this downward inclination, we must daily look upon some lovely scenery, listen to some hallowed strains of music, contemplate some ennobling life, or gain an inspiration from communion with the choicest masters of poetry or of prose.

Teachers particularly must be under the domination of such an ideal, an ideal for self-improvement, an ideal toward self-perfection, an ideal which must be the more earnestly pursued as it the more enchantingly recedes. But if she thinks she has attained it ever, then has it vanished altogether.

We are accustomed to differentiate between the practical and the ideal; and yet after all that only is practical and useful in proportion as it approximates the ideal and the eternal. It is not practicality, but idealism that rules the world.

And yet when I speak of the practical I do not for a moment unjustly condemn or minimize its ever-pervading serviceableness. I only emphasize this fact that, it should be a means operating for the attainment of an ideal. We are human beings, not angels unfortunately, animated by motives of varied and conflicting character; and we must make the most of it. Motives that prompt the teacher to higher serviceableness, self-improvement and professional excellence are in the main incentives, indicating the lower class,

and inspirations indicating the higher class of motives.

*Incentives.*—We may call the first incentive that of reasonable salaries. The laborer is worthy of his hire; but that is all. It is no low aim to aspire to a competency that shall protect us when those evil days come wherein the grasshopper becomes a burden. And that the schoolmaster or schoolmistress may retain dignity and self-respect, and the respect as well of others, it is the bounden duty of school officials and the communities they represent, to insure to them through liberal salaries the innocent pleasures of youth and the refined enjoyments and comforts of old age. Yet despite all this it ought not to follow that all teachers should receive the same salaries because they reside in the same ward, teach in the same building or in the same grade; still less because they or their friends consider them most excellently qualified, the opinions of principals or superintendents to the contrary notwithstanding. Every teacher, I repeat, should receive a reasonable and a liberal recompense. Above that there should be established grades of additional salaries dependent absolutely upon superior excellence to which all teachers of all schools might aspire. There would then be incentive whereas now there is none. The ambitious, progressive teacher would receive recognition, forge ahead and become a living example and inspiration to those less skillful, less progressive, and less inclined to sacrifice social amenities to professional growth. Imagine all the lawyers who practice in the same court-room, all the physicians who live on the same street, all the clergymen who preach the same gospel, receiving the same identical salaries. The idea is preposterous; but if made operative it would produce precisely the same results as obtain amongst us.



And thus we are brought to the contemplation of another incentive, namely, the recognition of genuine worth in the appointment and promotion of teachers. Negatively speaking, teachers should not gain admission to the teaching corps because by chance they dwell in a particular section of the city, nor because their friends or relatives possess political influences, nor because of favoritism or social popularity: neither should teachers for the aforesaid reasons, or for any other reasons equally whimsical and pernicious, receive promotion or preferment at the hands of school officials.

Positively speaking; when appointments or promotions are made for any other cause than true merit, genuine worth and conspicuous ability, an injustice is wrought upon the whole school system. And so long as teachers are honored contrary to the straightforward, expressed, deliberate judgment of principals and superintendents, (assuming that these officials are unbiased and capable of judgment) so long shall the professional spirit be exorcised and driven from the hearts and minds of teachers; and the demon of indifferentism and professional ignorance be enthroned in its stead.

But I am optimistic. I believe that the time is coming in the evolution of our public school system when false standards shall be lowered and replaced by the white banner of intelligent professional service. And for the hastening of that day I solicit the interest and the zeal of every faithful and devoted teacher whose talents now are sacrificed on the altar of mediocrity.

Is teaching a profession? Who will champion the affirmative declaration, if the trained and thoughtful teacher herself is not foremost in the lists?



Still another incentive is that of tenure of office. The teacher should be secure in her position, independent in action, self-assertive, without the danger of intervention for imaginary wrongs or grievances. But that is not the conclusion of the whole matter. The teacher should remain secure and immovable in her office so long—and so long only—as she considers her office honorable, elevating, refining and ennobling; so long only as she is possessed of the true professional spirit; so long only as she grows in serviceableness, in strength, in gentleness and in love.

I advocate most heartily tenure of office as an incentive to a richer personality directed toward higher professionalism. I denounce it when its security is perverted to the retention in professional chairs of mediocrity and inefficiency.

*Inspirations.*—We now advance to higher ground where we feel again the presence of the Spirit. The motives we here meet we call inspirational. And again we make a classification; subjective inspirations—those that relate to ourselves; objective inspirations—those that concern others as well.

*Subjective.*—The intellect of man is a holy and sacred endowment, given by God to differentiate him from all other created beings. It embraces as faculties memory, reason and understanding. The will moreover is bestowed that man may consciously direct his thoughts, his words, his deeds. What shall we say concerning these attributes of the soul? Simply this, that if they are not trained to the utmost of their possibilities and powers, then their possessor transgresses the most solemn obligations to himself, his fellows and his Creator.

Socrates was right: ignorance is slavery. Knowledge alone brings freedom and power. Would all be free, untrammelled by falsehood, error, caprice, prejudice and superstition; would he possess length and breadth and depth of thought; would he become self-assertive; would he exercise his individuality; would he think and reason and act independently as an independent being; would he indulge in introspection and know himself and his relation to others; would he seriously reflect upon man and his destiny?—then let him reverently and gratefully devote himself to the richest training of his intellect and his will. Know thyself first—others afterward.

But there is still another subjective relation—that of the spiritual. We like to distinguish loosely between mind and soul, the latter expressive of the particular relation with the Eternal. Thus we speak of the immortality of the soul. And, oh, what a dignity it bestows upon our poor, frail spirituality. And if the soul is to live forever, if this spiritual nature is indestructible, how essential is it that it be trained toward perfection, toward an appreciation of its eternal destiny. So much of self and selfhood.

But we must beware of selfishness, remembering that the selfish one is not a man, that he denies the image of his Maker. It is only by unselfish serviceableness in behalf of others that we find our complement, our complete self, and attain the height of our possibilities and endowments. And so it behooves us, if we would experience the blessed completeness of our nature to take this intellect of ours, enriched and clarified, and this soul of ours, purified and sublimated, and consecrate them unreservedly to the service of our fellow

man. Herein we have the subjective supplement and the objective complement.

The teacher should educate her intellect and soul for her own individual enjoyment. She must lavish upon her pupils her wealth of intellect and soul for their illumination and guidance.

But she may have all knowledge and have the utmost unselfishness, and yet neither kindle the spark of knowledge, nor guide her pupils in safety. She must know how others have made their unselfishness effective. She must know how others have expended their wealth of thought and energy. She must learn how others have wrought and labored. She must be acquainted with the successes and the failures of her predecessors. She must become enthusiastic over the great underlying principles of education. And these are qualities that can only be obtained through constant communion with the great teachers of the past and present, who to knowledge and unselfish service added that crowning glory of purposive application.

The highest form of inspiration is responsiveness to duty. Duty is a severe word, but none the less a sublime one. When all else fails to evoke action the call of duty is heard and obeyed; and the supremest delight of the soul is the consciousness that accompanies duty rightly performed. Let the teacher contemplate the full measure of his duty, what he ought to do, his moral obligations, and there were no need of exhortations to professional culture.

Loving service is not a privilege to be assumed or rejected at will; it is a duty enjoined from on High and cannot be ignored or disregarded. Love and service should be the controlling divinities in every school-room.

the present and beholds among infinite mysteries the final attainment of eternal verities.\*

\*Extracts from an address delivered by the Superintendent before the teachers of the Lawrence public schools.

## THE SCHOOLS IN GENERAL.

### GRADUATIONS.

The graduation of the class of 1902 of the High School was held in the City Hall on the afternoon of Wednesday, June twenty-fifth. A scholarly address was delivered by the Rev. Charles O. Day, president of Andover Theological Seminary, and diplomas were presented to 89 graduates by Hon. John Breen vice-chairman of the School Committee.

The six grammar schools held their accustomed union graduation exercises at City Hall, on Tuesday, June twenty-fourth. An inspiring address was delivered by Hon. Alfred S. Roe of Worcester, and diplomas were presented to two hundred and eighty graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held exercises of graduation in the High School assembly hall, on the evening of Friday, March seventh. Remarks were made by the Superintendent of Schools, and Mr. Michael J. Sullivan, Chairman of the Evening School Committee, presented diplomas to twenty-six graduates.

The names of the graduates of these respective classes and complete programs of their exercises appear in the appendix of this report.

The classes that entered the Normal Training School in February, 1900, having completed the two years' prescribed

course, held exercises of graduation in the Assembly Hall of the High School Building, on the afternoon of February fourth. An interesting and thoughtful address was given by Mrs. Kate Gannett Wells, Member of the State Board of Education, and diplomas were presented by Hon. John Breen, Chairman of Committee on Normal Training School, to the following graduates:—Anna F. Churchill, Agnes K. Donovan, Mary E. Geraghty, Margaret M. Griffin, Edna L. Stratton.

The next senior class from the Normal Training School was graduated on the afternoon of June twenty-third. The exercises were held in the Assembly Hall of the High School Building. George A. Walton, Esq., formerly Master of the Oliver School, and a former Agent of the State Board of Education, delivered an instructive address, and Mr. Burke presented diplomas to the following graduates:—Mary E. Carroll, Elizabeth F. Donovan, Mary E. Flanagan, Lillian Holtham, Elizabeth A. Lawlor, I. Mae Magoon, Gertrude L. O'Connell, Eleanor C. O'Connor, Grace I. O'Neill and Enah I. Orff.

At the close of the term in January, the following named young ladies completed the half-year supplementary course required for graduates of the State Normal Schools:—Bertha Bertolle, Mary F. Hines, and Mary E. Harrington, graduates of the Lowell Normal School, and Grace V. Desmond, a graduate of the Salem Normal School. At the close of the term in June, Hannah T. Curtin, a graduate of the Salem Normal School, completed the prescribed half-year supplementary course.



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PRIZES.

The fourteenth annual contest of the senior class of the High School for the Valpey prizes occurred in City Hall on the twenty-second of May. The following named gentlemen constituted the committee of award:—Mr. Daniel J. Murphy, Mr. William A. Walsh and Mr. William H. Fennell. The following were the successful competitors:—Mabel B. Truell and John J. Finegan.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Clara L. Stafford and Percy E. Tilson.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following successful competitors:—

Class of 1902—Clare B. Trumbull and Percy E. Tilson.

Class of 1903—Florence Welton and Albert E. Stevens.

Class of 1904—Agnes M. Finegan and Philip J. O'Connell.

Class of 1905—Virginia W. Belknap and Frank E. Hayes.

The Hood prizes for the schools making the most marked progress during the year were awarded to the Rollins, Normal Training and Harrington Schools.

The (Bishop) Lawrence prizes for excellence in sewing were awarded by a committee comprising Mrs. Henry P. Doe and Miss Flora I. Doble, to the Newbury Street, Tarbox and Rollins Schools.



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CHANGES OF TEACHERS.

## RESIGNATIONS.

Michael T. O'Brien, Master of the Tarbox School; Bertha M. C. Bruckmann, Principal of the Berkeley Street School; Eleanor I. Curtis, Director of Drawing; Hannah E. Coughlan, Wetherbee School; Elizabeth G. McIntyre, High School; Nellie G. Hayden, Wetherbee School; Ella F. Sawyer and May Stratton of the Packard School.

## PROMOTIONS.

Mabel M. Mullen, from Berkeley Street School to principalship of same; Florence Smith, from Riverside School to principalship of same.

## LEAVE OF ABSENCE.

Granted to Emma V. Hurst of Union Street School; to Rachel H. Stannard of the Prospect Street School; to Mary H. Newell of the High School; to Kathleen C. Doheny of the Berkeley Street School; to Mary A. Mahony of the Cross Street School, and Sara E. Holt, principal of the Arlington School.

## NEW APPOINTMENTS.

To the High School, Dennis E. Callahan, Edward F. Cregg; to the Oliver School, Mary A. Sullivan; to the Tarbox School, Maurice J. O'Brien, Master; to the Packard School, Mary E. Harrington; to the Tarbox School, Bertha Bertolle; to the Wetherbee School, Mary F. Hines; to the Union Street School, Edith L. Whittemore and Grace V. Desmond; to the Storrow School, Josephine M. Lundberg and Mary E. Geraghty; to the Prospect Street School, May

I. Lawlor, Daisy E. Stevens, Katherine A. Donovan, Edna L. Stratton ; to the Park Street School, Margaret M. Griffin ; to the Harrington School, Anna F. Churchill ; to the Walton School, Genevieve A. McConnor ; to the Lowell Street School, Cora A. Miles ; to the Washington School, Laura A. D. Lord ; to be director of drawing, Annie T. McCarthy.

#### TRANSFERS.

From Essex to Bruce, Wendell P. Brown, Master, Sarah A. Barlow, Camilla A. Howe, Mabel F. Noyes, Theresa W. Slattery, Ida L. Freeman, Minnie A. Brown, Mary E. Foster, Emma Stewart, Manora A. Bradford ; from Warren Street to Bruce, Edna A. Skinner ; from Training School to Bruce, Laura K. Prescott ; from Lowell Street to Bruce, Lydia H. Mahoney ; from Riverside to Essex, Annie F. McDermott, to be principal ; from Warren Street to Essex, Ellen C. Tobin, Annie M. Kennedy ; from Lowell Street to Essex, Elizabeth Stafford, Florence E. Griffin, Myra A. Warburton ; from Warren Street to Essex, Elisabeth Entwistle ; from Prospect Street to Berkeley Street, Alice T. Keefe ; from Tarbox to Franklin, Caroline S. Brady ; from Tarbox to Wetherbee, H. Frances McDonnell ; from Packard to Tarbox, Teresa M. Twomey ; from Bruce to Oliver, Laura K. Prescott ; from Washington to Tarbox, Laura A. D. Lord ; from Union Street to Wetherbee, Katherine M. Nolan ; from Union Street to Packard, Ellen T. Cooney and Helen F. Hughes.

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CONCLUSION.

In conclusion, I desire to renew my expressions of appreciation and of obligation to the School Committee, teachers, truant officers, members of the press, and our citizens generally—all of whom in their earnestness to promote the public welfare have materially advanced the cause of popular education in our municipality.

Respectfully submitted,

J. E. BURKE,

*Superintendent of Schools.*

## REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., DEC. 31, 1902.

*Mr. J. E. Burke, Superintendent of Schools:*

MY DEAR SIR:—In compliance with the rules of the School Committee, we present the following as the report of the Truant Officers for the year ending December 31st, 1902 :

### SCHOOL CENSUS.

In the annexed table will be found the school census for the year, together with those for the four years preceding, showing an increase for 1902 of 573, over the year 1901.

	1902	1901	1900	1899	1898
Ward 1.....	1730	1696	1665	1599	1542
Ward 2.....	1303	1226	1208	1085	1103
Ward 3.....	1877	1780	1756	1645	1752
Ward 4.....	2036	1936	1819	1752	1786
Ward 5.....	2205	2091	1978	1990	1968
Ward 6.....	2311	2160	2101	1974	1934
Totals .....	11,462	10,889	10,527	10,045	10,085

Increase for 1902 over 1901, 573.

# TRUANCY.

In the following table will be found the work performed under the above heading during the year.

1902.	No. of Schools Visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	No. of Parents or Guardians Notified.	No. Returned to School from the Street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January .....	306	82	12	6	4	65	5	0	0	0
February .....	293	114	19	5	3	103	6	0	0	2
March .....	278	101	13	7	6	89	8	1	1	1
April .....	197	83	25	9	4	69	8	0	0	3
May .....	338	134	37	21	15	117	15	2	2	4
June .....	187	76	13	7	6	72	5	0	0	1
September .....	207	82	15	0	0	64	12	0	0	0
October .....	358	157	20	7	10	134	13	2	2	4
November .....	206	87	8	2	1	63	9	3	3	9
December .....	229	87	4	0	0	78	2	0	0	7
Totals .....	2599	1003	166	64	49	754	83	8	8	31

## RESULT OF PROSECUTIONS.

Placed on Probation.....	1
Committed to Truant School .....	7

## LABOR CERTIFICATES.

Under the above heading, the following table is submitted :

1902.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTAL.
Certificates Issued.	76	81	84	79	92	169	185	63	124	105	62	71	1191

Increase for 1902 over 1901..... 102

## CONTAGIOUS DISEASES.

In the following table will be found the number of contagious diseases reported by the Board of Health, during the year. On receipt of the notice from the Board of Health the teachers are immediately notified, and no pupil is allowed to return to school without a permit from the Board of Health.

DISEASE. 1902.	January.	February.	March.	April.	May.	June.	September.	October.	November.	December.	TOTALS.
Diphtheria.....	4	5	5	7	8	8	3	10	9	14	73
Scarlet Fever.....	7	2	6	16	11	1	2	11	10	8	74
Measles.....	3	11	14	75	144	179	14	6	41	94	581
Small Pox .....	0	0	9	0	2	0	0	0	0	5	16
Totals .....	14	18	34	98	165	188	19	27	60	121	744



In concluding this report, we would avail ourselves of this opportunity of returning our most sincere thanks to the School Committee, and to you, Sir, for the many favors shown, to the teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAS. R. MCGOWAN,

EDWIN J. CATE,

*Truant Officers.*

## STATISTICS.

Valuation of the city for the year 1902.....	\$41,660,738 00
Total expenditures for schools, exclusive of new buildings and repairs.....	193,409 19
Population of the city, census of 1895.....	52,164
Population of the city, census of 1900. ...	62,559
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1901.....	10,889
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1902.....	11,462
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1901.....	7,735
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1902.....	7,751
Aggregate enrollment from Jan. 1, 1901, to Jan. 1, 1902.....	8,800
Average number belonging from Jan 1, 1901, to Jan. 1, 1902.....	7,038
Average attendance from Jan. 1, 1901, to Jan. 1, 1902 .....	6,639
Aggregate enrollment from Jan. 1, 1902 to Jan. 1, 1903.....	9,140
Average number belonging from Jan. 1, 1902, to Jan. 1, 1903.....	7,325
Average attendance from Jan. 1, 1902, to Jan. 1, 1903 .....	6,841

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Number of school buildings . . . . .	30
Number of class rooms in High School . . . .	32
Number of class rooms in elementary schools.	184
Number of teachers in High School . . . . .	25
Number of teachers in Grammar Schools . . .	48
Number of teachers in middle schools . . . . .	47
Number of teachers in primary schools . . . . .	100
Number of supervising principals . . . . .	9
Number of critic teachers in Training School.	4
Number of pupil teachers in Training School	29
Number of teachers of music . . . . .	2
Number of teachers of drawing . . . . .	2
Number of teachers of sewing . . . . .	3
Number of teachers of penmanship . . . . .	1
Number of teachers in Evening High School.	15
Number of teachers in evening elementary schools . . . . .	57
Number of teachers in evening drawing schools . . . . .	3

TABLE "A."

*Tabular statement of attendance for the school year ending  
June 26, 1902.*

SCHOOLS.	Whole Number Enrolled.		Average Number Belonging.		Average Daily Attendance.		Per Cent. of Attendance.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High .....	636	571	609	565	494	542	97.47	95.80
Oliver .....	362	331	329	289	314	269	96.30	93.01
Essex .....	554	269	515	262	495	248	96.19	94.72
Packard .....	646	607	595	574	566	541	95.21	94.35
John R. Rollins.....	492	488	471	448	454	428	96.57	95.51
John K. Tarbox ....	540	495	508	485	485	457	96.92	94.60
Emily G. Wetherbee.	379	365	362	341	348	326	96.03	95.66
Daniel Saunders ....	408	382	357	346	328	317	91.73	91.54
Union Street.....	354	349	341	336	315	304	92.52	90.51
Arlington .....	463	440	431	420	403	391	93.51	93.11
Park Street.....	280	297	265	274	248	254	93.34	92.75
Prospect Street .....	243	245	226	224	211	207	93.57	92.58
Storrow .....	229	229	205	197	194	181	94.37	91.68
Berkeley Street ....	139	136	135	134	130	128	96.55	95.19
Walton .....	214	201	167	163	159	152	94.91	93.37
Newbury Street.....	168	174	150	139	146	131	95.98	94.22
Harrington .....	164	160	160	152	153	140	95.18	91.84
Amesbury Street....	119	134	112	129	104	118	94.32	90.83
Hampshire Street...	125	121	116	115	113	106	95.51	92.48
Cross Street.....	157	155	142	143	135	132	95.00	92.80
Franklin .....	193	198	155	161	139	148	94.98	92.09
Riverside .....	232	166	216	160	207	149	95.71	92.58
Lowell Street.....	254	135	242	126	227	112	94.04	88.60
Washington .....	244	256	220	225	204	204	92.93	90.66
Training .....	322	281	247	248	228	226	92.40	91.07
A. B. Bruce .....	...	438	...	404	...	386	....	95.56
Total .....	7917	7203	7276	7060	6898	6597	94.81	92.97

TABLE "B."

*Tabular statement of tardiness, dismissals, truancies and absences,  
for the school year ending June 26, 1902.*

SCHOOLS.	No. of Cases of Tardiness.		No. of half-day Truancies.		No. of Cases of Dismissal.		No. of Cases of Absence.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High .....	395	449	..	..	447	654	1269	2130
Oliver .....	158	207	30	17	172	266	2725	3658
Essex .....	703	462	2	12	383	163	3339	2373
Packard .....	384	299	1	36	249	420	5100	5891
John R. Rollins.....	212	242	21	13	228	209	2877	3638
John K. Tarbox.....	993	1223	14	91	537	647	4182	5078
Emily G. Wetherbee.	238	142	3	0	209	212	2561	2791
Daniel Saunders ....	782	818	0	0	69	153	5160	5297
Union Street .....	415	519	3	10	51	96	4360	5834
Arlington .....	1021	895	26	31	55	81	4946	5237
Park Street.....	675	1026	5	11	164	95	3146	3592
Prospect Street .....	306	257	5	0	46	49	2341	3018
Storrow. ....	215	206	0	14	108	74	2028	2920
Berkeley Street .....	143	117	4	3	116	89	825	1160
Walton .....	513	367	21	45	55	61	1516	1947
Newbury Street .....	264	232	1	6	68	86	1066	1438
Harrington.....	175	176	3	3	35	36	1374	2168
Amesbury Street....	392	341	12	34	6	51	1507	2138
Hampshire Street...	167	150	52	18	102	99	933	1549
Cross Street .....	136	122	16	23	106	142	1213	1828
Franklin .....	333	299	3	11	39	178	1332	2346
Riverside.....	302	220	2	10	50	29	1635	2130
Lowell Street.....	455	353	37	54	62	38	2550	2585
Washington .....	473	414	3	36	85	82	2756	3406
Training .....	456	588	29	31	198	284	3339	3985
A. B. Bruce .....	...	1014	..	17	...	642	....	6605
Total .....	10,406	11,138	293	526	3640	4936	64,080	84,742

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## PROGRAM.

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Of the Fourteenth Annual Contest for the Valpey Prizes  
Awarded for the Best Original Essay and  
Declamation of the Class of 1902.  
Lawrence High School.

AT CITY HALL, THURSDAY, MAY 22, 1902.

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ACCOMPANIST, GRACE E. VALPEY.

MUSIC—"Joy of Youth,"

*Macy*

HIGH SCHOOL CHORUS.

ESSAY—"Comets and Stars in Literature,"

ELIZABETH J. M. HARTIG.

DECLAMATION—"The Glories of New England,"

JOHN F. CORR.

ESSAY—"Martial Music,"

LILLIAN SMITH.

DECLAMATION—"The Course of Empire,"

JOHN A. O'MAHONEY.

ESSAY—"America, the Land of the Optimist,"

EVA L. PAISLEY.

MUSIC—"Farewell,"

*Cutter-Arr.*

HIGH SCHOOL CHORUS.

DECLAMATION—"The Crisis of the Republic,"

EDWARD A. DILLON.

ESSAY—"The Child of Destiny,"

MABEL B. TRUELL.



DECLAMATION—"A Plea for the Philippines,"

JOHN J. FINEGAN.

ESSAY—"Under the Banner of Liberty,"

HELEN CAMPBELL.

DECLAMATION—"The Curse of Anarchy,"

CARL R. MOECKEL.

MUSIC—"Bridal Chorus,"

*From Cowans "Rose Maiden."*

HIGH SCHOOL CHORUS.

<i>Committee of Award,</i>	{	MR. DANIEL J. MURPHY,
	{	MR. WILLIAM A. WALSH,
	{	MR. WILLIAM H. FENNEL.

## ORDER OF EXERCISES

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For the Fifty-First Anniversary of the Lawrence High School,  
WEDNESDAY JUNE 25, 1902.

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### PROGRAM.

ACCOMPANIST, GRACE E. VALPEY.

ANTHEM—"Unto Thee, O God, Do We Give Thanks," *Watson.*

ADDRESS OF WELCOME—

BERTHA E. HOLTHAM.

CLASS HISTORY—

CARL H. NEEDHAM.

SOLO AND CHORUS—"The Miller's Wooing," *Fanning.*

PARTING ADDRESS—

HELEN CAMPBELL.

ADDRESS—

REV. CHARLES O. DAY,  
(President of Andover Theological Seminary).

UNISON CHORUS—"The Lost Chord," *Sullivan.*

AWARDING OF DIPLOMAS AND VALPEY AND HOOD AND PERKINS  
PRIZES, BY HON. JOHN BREEN, VICE-CHAIRMAN OF THE SCHOOL  
COMMITTEE.

PARTING HYMN—

Words by EDYTHE G. LUNDBERG.

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### PARTING HYMN.

As eventide fell with the sunset's last beam,  
 And Nature seemed murmuring rest,  
 Stood a pilgrim with eyes strained to catch the last beam  
 That should fall o'er the mountain's bright crest.  
 He paused and then quick o'er his thoughts came a dream,  
 A dream with its memories bright;  
 Then he turned with a sigh ere should fade that last gleam  
 And on earth fall the silence of night.

And thus as we pause for a moment today,  
 While on us Hope sheds her fair light,  
 We may linger awhile ere we turn on our way,  
 And press on in the future with might.  
 But there's naught in the past with pleasure so bright,  
 No pathway with light shining o'er,  
 Like that of a future awaiting our might  
 In the years that are coming before.

Though our journey through life may not always be bright,  
 Though fain we would rest by the way,  
 Press onward, O classmates, and strive for the right,  
 Remembering our motto each day.  
 To the faithful and brave Ambition shall call,  
 And Hope guide the wanderer alone,  
 To the land where the Father is waiting us all,  
 To the land of His shining white throne.

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### CLASS OF 1902.

Florence Emma Abbott,  
 Franklin Peter Anderson,  
 Thomas Edwin Andrew,  
 Henry Barnes Arundale,  
 Della May Averill,  
 Mildred Gertrude Ayer,  
 George Kenneth Bancroft,  
 Grace Henrietta Barton,

Edythe Greenwood Lundberg;  
 Helen May Stuart MacGregor,  
 Reta Frances Mackey,  
 Abbie Daisey Mann,  
 Ethel May Mather,  
 Charles Aloysius McCarthy,  
 William Smith McCormick,  
 Thomas Henry McElroy,

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Agnes Victoria Bateman,	Elizabeth Mary McKallagat,
Edith Ann Binns,	Peter Leo McKallagat,
Carrie Butterworth,	Oresa Pearle Merrill.
Helen Campbell,	Everett Pulsifer Merrow,
Ethel Austin Churchill,	Elizabeth Catherine Miles,
Mary Elizabeth Clifford,	Carl Richard Moeckel,
Mary Irene Cooney,	Bessie Agnes Monk,
John Francis Corr,	Nina Mooers,
James Joseph Crawford,	Catherine Teresa Morgan,
Elizabeth Catherine Crilley,	Margaret Rankin Mungall,
Ethel Elizabeth Crossley,	Helen Teresa Murphy,
John James Daley,	Mabel Murray,
Edward Aloysius Dillon,	Carl Henry Needham,
Veronica Louise Douglas,	Jeanette Morton O'Brien,
William Joseph Driscoll,	Eva Lizzie Paisley,
Elsie Eastham,	Nina Georgia Peasley,
Chester McKenzie Edmond,	John Joseph Regan,
John Patrick Fitzsimmons,	Katherine Agatha Regan,
Edith Louise Gordon,	John Joseph Riley,
Bessie Aurora Greenlaw,	Maria Isabel Scott,
Bertha Dana Greenwood,	E. Frank Searle,
Edith Bertha Griffin,	Francis Raymond Shinnick,
Carrie Annie Grimes,	Lillian Smith,
Minnie Mabelle Harding,	Clara Louise Stafford,
Elibabeth Joanna Minna Hartwig,	Allyn Chandler Taylor,
Lillian Beatrice Haverty,	Percy Ethan Tillson,
Ella Maria Hayes,	Ruth Emma Trees,
Francis Xavier Hogan,	Mabel Bertha Truell,
Bertha Elizabeth Holtham,	Clare Beatrice Trumbull,
Marion Hughes,	Grace Elizabeth Valpey,
Margaret Genevieve Hurley,	Leon Edward Varnam,
Frances Ella Kaufman,	William Frederick Walker,
Jennie Margaret Kerr,	Clarabel Watson,
Minita Elizabeth Kimball,	Mary Emma Watts,
Walter Milton Kimball,	Jessie Ella Welch,
Josephine Elizabeth Lawlor,	William Henry Wightman,
Leon Favor Wheeler.	

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# GRADUATING EXERCISES

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Of the Lawrence Evening High School,  
FRIDAY MARCH 7, 1902.

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## PROGRAM.

VIOLIN SOLO, 2d Polonaise,

*Wieniawski*

MISS SHARROCK.

ORIGINAL DECLAMATION, "Opportunities of the Twentieth Century,"

LINCOLN HALL HODGKINS.

ESSAY, "Hero Worship,"

MISS SYLVIA MAY WILSON.

VIOLIN SOLO, Reverie,

*Rehfeld*

MISS SHARROCK.

ESSAY, "Self Education,"

MISS MARGARET VERONICA HART.

ADDRESS TO GRADUATES,

MR. J. E. BURKE.

VIOLIN SOLO, 7th Concerto,

*De Beriot*

MISS SHARROCK.

PRESENTATION OF DIPLOMAS,

MR. MICHAEL J. SULLIVAN.

(Chairman of the Evening School Committee).

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## GRADUATES.

Thaddeus Joseph Begley,  
Louis Perrie Berenson,  
Ita Genevieve Casey,  
Margaret Grace Connell,  
William James Downey,

John Francis Lahey,  
Thomas Francis McLaughlin,  
Catherine Miller,  
Jessie Fisher Miller,  
Thomas Moorehouse,

George Eddie Ernest,  
Julia Caroline Flemming,  
Mary Teresa Flemming,  
Ernest Jerome French,  
Richard Aloysius Gibbons,  
James Gilbert,  
Margaret Veronica Hart,  
Lincoln Hall Hodgkins,

Thomas Aloysius Morrison,  
William S. Mungall,  
George Sylvester Nichols,  
Gertrude Genevieve O'Brien,  
John Francis O'Connell,  
William Lawrence Stearns,  
Edwin Wilde,  
Sylvia May Wilson.



# GRADUATING EXERCISES

Of the Lawrence Grammar Schools, at City Hall,

TUESDAY, JUNE 24, 1902.

## PROGRAM.

Music by chorus of graduates, accompanied by an orchestra from the  
High and Grammar Schools.

MARCH, "King Neptune,"

*Krogmann*

CHORUS, "Morning Invitation,"

*Veazie*

ADDRESS TO GRADUATES.

HON. ALFRED S. ROE.

"PILGRIM CHORUS," from "I. LOMBARDI,"

*Verdi*

PRESENTATION OF DIPLOMAS.

PART-SONG, "Be Glad, Lass and Lad,"

*Gumbert-Bullard*

## NAMES OF GRADUATES.

### OLIVER SCHOOL.

Fred K. Anderson,  
Elizabeth G. Bailey,  
George Bain,  
Aaron Berenson,  
Harry C. Blanchard,  
Charles A. Burns,  
Emily G. Burke,  
James J. Carney,  
John F. Curtin,  
Annie Daly,  
Frank H. Davis,  
Gertrude H. Dick,  
Alice C. Dorman,  
Daniel J. Dorman,  
T. Walter Emery,

Harry Kapelovitch,  
Abram Kaufman,  
Frank Kelleher,  
Gertrude F. Kershaw,  
G. Mildred Kittredge,  
Smith Lee,  
A. Maud Maguire,  
Gertrude C. Maskill,  
C. Augustine McKallagat,  
Peter Meister,  
Charles G. Newton,  
Edward Nicholson,  
Anna O'Brien,  
John A. Scanlon,  
Grace S. Shea,

Mary G. Emerson,  
Helen F. Fairfield,  
Agnes R. Farrell,  
George W. Gage,  
Minnie E. Genther,  
George Gilbert,  
Helen M. Goldsmith,  
Joseph V. Harrigan,  
James M. Higgins,  
George R. Hulme,  
Sarah F. Hulme,

Mary G. Shea,  
Joseph A. Shine,  
Francis B. Silsbee,  
Asa Shogolow,  
George K. Stevens,  
Alice Tierney,  
Leonard Trull,  
Sarah E. Walker,  
William D. Wood,  
Charles M. Woodcock,  
James F. Whalen.

## EMILY G. WETHERBEE SCHOOL.

Gladys M. Ayer,  
John H. Ahern,  
James J. F. Bowler,  
Lena M. Callahan,  
Helen R. Collins,  
Mary T. Croston,  
Annie V. Crowley,  
Harry C. Crawford,  
Josephine E. Daley,  
Francis C. Driscoll,  
Mary C. Ford,  
Michael A. Flanagan,  
John J. Fitzgerald,  
Ralph A. Foster,  
William L. Frosch,  
Florence J. Hainsworth,  
Katie A. Haseltine,  
Clara E. Houghton,

Frank A. Hughes,  
Martha A. Jones,  
Maud I. Kaler,  
Frederick J. Kearn,  
Kathryn Lenane,  
Catherine C. Monaghan,  
Mary V. Mossoson,  
Zoie Miller,  
Mary M. McLaughlin,  
Henry R. Rancourt,  
Mary K. P. Redpath,  
Helen M. Remick,  
Arthur H. Rooney,  
Maurice P. Shea,  
William H. Simpson,  
Williard J. Turner,  
Frank D. R. Valpey,  
John H. Wolger.

## PACKARD SCHOOL.

Philip G. Bancroft,  
Anna M. Batchelder,  
Abraham C. Berenson,  
Clifford P. Bilodeau,

Alexander Jost,  
Charles F. Keefe,  
Raymond V. Keefe,  
Margaret G. Kelley,

Zilla R. Black,  
David Boyd,  
Emily M. Braithwaite,  
Lillian E. Burgess,  
David F. Campbell,  
Vera L. Cobb,  
Mary G. Collins,  
Mabel F. Copp,  
Anna T. Costello,  
Irving S. Dane,  
William J. Farrisey,  
George R. Gordon,  
Albert F. Greenleaf,  
Ralph E. Greenwood,  
Louis A. Haffner,  
Margaret T. Higgins,  
Elizabeth C. Hyland,  
Ragner A. Jacobson,  
Clara L. Jenkins,  
Willard M. Jenkins,

George J. Killen,  
Carrie Lee,  
Ellen C. Lynch,  
Albert E. Matchmaker,  
Frank R. Merrick,  
John D. Newall,  
Charles J. Riley,  
Gladys A. Schrebler,  
J. Rowland G. Sewall,  
Edna M. Steele,  
Florence L. Steele,  
Harriet F. Stevens,  
George L. Stiner,  
Otto F. Taylor,  
John S. Torrey,  
Caroline D. Vose,  
James E. Walker,  
Helen B. Wallace,  
Katherine F. Ward,  
Alton R. Welton.

## ALEXANDER B. BRUCE SCHOOL.

Frederick T. Abell,  
Byron R. Abell,  
Alice M. Andrew,  
Blanche S. Ashton,  
Mary A. Astle,  
Thomas A. Badger,  
William G. Barnes,  
Arthur R. Bernard,  
Ethel M. Beecroft,  
William H. Casey,  
Walter J. Calnan,  
William T. Crane,  
Hugh A. Cregg,  
Roy E. Dixon,  
Minnie E. Dobson,

Lucien G. DeLottinville,  
Eva W. Marsden,  
Helen G. Mank,  
William McNamee,  
Elizabeth A. McAnally,  
Gertrude F. McAnally,  
Annie F. McGibbon,  
Rose M. McCabe,  
Elizabeth J. C. Mowatt,  
Loyola Murphy,  
Andrew Neel,  
Flora M. Paisley,  
Eva M. Perry,  
Alwilda J. Philbrick,  
Irving J. Phillips,

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Mathew J. Doyle,	Edmund A. Reardon,
Alphee J. Dube,	Harry F. Ryder,
Fred Eastman, Jr.,	Percy W. Smith,
Frederic W. Farquhar,	Lena M. Sykes,
Harry O. Freeman,	Fielding Taylor,
Ruby M. Gould,	Helen R. Towers,
Florence E. Harvey,	Doris E. Vernon,
Alexander T. Herron,	Bertha Walsh,
Ruth B. Hinckley,	Margaret Walworth,
James Houston,	Mary L. Wallace,
Marteena M. G. Kenyon,	William Waterworth,
Mildred V. Koffman,	E. Alice Warburton,
Thomas H. Lord,	Leslie L. Willan,
	Bessie R. Wylde.

## JOHN R. ROLLINS SCHOOL.

Lillian M. Abbott,	Emma N. Nimmens,
Agnes C. Andrews,	Annie B. Otis,
Henrietta A. Burger,	Ida Opfermann,
Harry C. Brainerd,	Gertrude E. Porter,
Louise J. T. Bubinger,	Gertrude E. Ratcliffe,
Nellie Cowx,	Mary E. Riley,
Mildred R. Cragin,	Harold W. Rogers,
Harry E. Dearborn,	George Saville,
Frank Eichorn,	Alexander Scheipers,
Charles C. Earle, Jr.,	Clara E. Schueler,
Arthur J. Franz,	Helen E. Seifert,
Mary R. Ganley,	Clyde P. Sellers,
Bertha E. Herzog,	Frederick Smith,
Mabel V. Holgate,	G. Bertha Stanley,
Florence E. Howarth,	Mary Stansfield,
Gladys Jones,	Walter F. Steigler,
Ernest J. Juenger,	Clarence H. Swan,
Walter B. Keene,	Helen S. Tewksbury,
Clarence B. Kilborn,	Beatrice M. Twiss.
Florence A. LaFontaine,	Oscar A. Wagner,
Horace M. Lawrence,	Winfield P. Warren,

Alice W. Livingstone,  
Mary E. McConnell,  
Edna M. McGowan,

Ray W. Wingate,  
J. Irving Wood,  
Albin J. Zink.

JOHN K. TARBOX SCHOOL.

Joseph A. Bernard,  
Clara S. Boches,  
Charles L. Brown,  
Mary J. Brouder,  
Marion E. Bryant,  
Mary G. Byrne,  
Ada L. Chapman,  
Eben M. Coleman,  
Gertrude L. Donovan,  
Robert F. Dreisel,  
Jessie E. Fifield,  
Teresa G. Fleming,  
Sarah J. Harding,  
Gertrude B. Hey,  
Florence J. Hey,  
Alice G. Jeffrey,  
Myra A. Judson,  
B. Lidwine Kane,  
Otto Kirsch,

Bessie E. Knapton,  
Laurence A. Lawlor,  
Helen H. Macartney,  
Ethel M. Morgan,  
Mary E. Mullen,  
James H. Neilon,  
Frank Nitzschke,  
Alfred Northam,  
Georgida Stebbins,  
Gustave H. Steigler,  
Sam Stott,  
Frederick J. Stubbs,  
Katherine M. Sullivan,  
Arthur Sweeney,  
Ralph W. Taylor,  
Sarah Thompson,  
John M. C. Twomey,  
Ethel M. Weinhold,  
Alfred Weisner.

# TEACHERS

IN SERVICE DECEMBER 31, 1902.

( *The numerical letters designate the year or grade* ).

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 81 Saunders St., <i>Civics.</i>	'94	\$2,500
Edward S. Riley, Sub-Master, 185 Bailey St., <i>Physics and Advanced Mathematics.</i>	'92	1,600
*Mary A. Newell, 72 Bradford St., <i>Latin, Greek.</i>	'66	1,050
Ada Lear, 82 Bradford St., <i>Latin, Greek.</i>	'73	1,000
A. L. Fulkerson, 12 Summit Ave., <i>Manual Training.</i>	'95	1,300
Elizabeth O'Leary, 21 East Haverhill St., <i>German.</i>	'96	1,000
Ella M. Robinson, 282 Methuen St., <i>French.</i>	'96	900
Alice B. Macdonald, 27 Holton St., <i>English.</i>	'96	900
Maud H. Hodgdon, 16 Belmont St., <i>Latin.</i>	'96	800

\*Leave of Absence.



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Ernest C. Jewell, 463 Lowell St., <i>Algebra, Geometry.</i>	'97	1,100
S. Ella Penniman, 488 Broadway, <i>Greek and Latin.</i>	'97	800
Martha D. Tracy, 10 Summit Ave., <i>History and English.</i>	'97	800
Gertrude M. Hall, 28 Milton St., <i>English.</i>	'97	800
Etta M. Hagar, 40 Cambridge St., <i>Algebra and Book-keeping.</i>	'98	750
Susana T. O'Connor, 19 Logan St., <i>English.</i>	'99	750
Marguerite Sullivan, 43 Holly St., <i>French.</i>	'00	700
Laurence J. O'Leary, 182 Farnham St., <i>History.</i>	'01	800
Bertha A. Merrill, 39 Abbott St., <i>Algebra.</i>	'01	700
Katherine R. Regan, 21 Merrimack St., <i>Mathematics.</i>	'01	700
Julia H. Leader, 21 East Haverhill St., <i>English.</i>	'01	700
Cari S. Milliken, 88 Knox St., <i>Biology, Chemistry, Physical Geography.</i>	'01	1,000
Julia M. Heffernan, 466 Haverhill St., <i>Stenography and Typewriting.</i>	'01	500
Dennis E. Callahan, 69 Exeter St., <i>Latin, History.</i>	'02	800
Edward F. Cregg, 213 Water St., <i>History, English, Latin.</i>	'02	800

## OLIVER SCHOOL.

(Haverhill Street opposite Lawrence Common.)

*Includes elementary grades above the fifth, between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

Bernard M. Sheridan, Master, 171 East Haverhill St.,	'95	\$2,000
Harriett A. McKone, VIII, North Andover,	'87	600
Katherine M. Kenney, VIII, 101 Oak St.,	'81	600
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	600
Flora I. Doble, VII, 35 Berkeley St.,	'93	600
Ellen J. Sullivan, VII, 43 Holly St.,	'82	600
Ella F. Arthur, VI, 30 Morton St.,	'98	550
Marie W. Collins, VI, 1 Bradford St.,	'94	550
Kathryn A. Cadogan, VI, 83 Allston St.,	'96	550
Emily V. Brooks, VI, 85 East Haverhill St.,	'95	550
Mary A. Sullivan, VII, 357 Oak St.,	'02	400

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (between Olive and Byron Avenues.)

*Includes all elementary grades above the fifth year, west of M. & L. R. R., and first and second year grades west of Milton Street.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$1,700
Sarah A. Barlow, VIII, 48 Washington St.,	'87	600
Camilla A. Howe, VIII, Methuen,	'96	600
Mabel F. Noyes, VII, Methuen,	'90	600
Theresa W. Slattery, VII, 448 Lowell St.,	'91	600
Ida L. Freeman, VI, 503 Haverhill St.,	'93	550
Minnie A. Brown, VI, 13 Cedar St.,	'95	550
Mary F. Foster, VI, 304 Lowell St.,	'94	500

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Emma Stewart, V, 55 Bodwell St.,	'95	500
Manora A. Bradford, V, 20 Concord St.,	'96	500
Edna A. Skinner, V, Methuen,	'97	500
Laura K. Prescott, II, 608 Haverhill St.,	'02	450
Lydia H. Mahoney, I, 168 Margin St.,	'00	450

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## PACKARD SCHOOL.

Parker Street (between Abbott and Bailey Streets.)

*Includes all elementary grades above the second, east of B. & M. R. R.,  
in South Lawrence.*

Charles M. Lamprey, Master, 119 Bailey St.,	'94	\$1,700
Margaret G. Scanlon, VIII, 347 Salem St.,	'84	600
Ellen L. Toye, VIII, 240 Andover St.,	'82	600
Nellie S. Winchester, VII, 31 East Haverhill St.,	'94	600
Jennie A. McManus, VII, 291 South Broadway,	'94	600
Jessie E. Simpson, VI, 124 Bailey St.,	'95	550
Catherine G. O'Leary, VI, 242 Salem St.,	'95	550
Mary J. Shinnick, VI, 44 Osgood St.,	'97	500
Helen F. Spring, V, 332 Broadway,	'99	500
Agnes C. Byrne, IV, 203 Salem St.,	'94	500
Anna H. Desmond, IV, 15 Springfield St.,	'94	500
Mary E. Harrington, V, 110 Newton St.,	'02	400

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## PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street.)

Helen F. Gainey, III, 1 Kingston St.,	'00	\$450
Helen F. Hughes, III, 222 South Union St.,	'00	450
M. Eva Russell, III, 333 Broadway,	'99	450
Ellen Cooney, III, 8 Springfield St.,	'01	450

## JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt.)

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 19 Sheridan St.,	'96	\$1,500
Anne Eastham, VIII, 33 Woodland St.,	'85	600
Maria Smith, VIII, 11 Berkeley St.,	'91	600
Mary Eastham, VII, 33 Woodland St.,	'88	600
Mabel L. Cate, VII, 334 High St.,	'85	600
Mary A. Mahoney, VII, North Andover,	'93	600
Emma J. Baker, VI, Methuen,	'89	550
Catharine L. Fitzpatrick, VI, 283 High St.,	'94	550
Ellen C. Greene, VI, 5 Haverhill St.,	'95	500
Isabel F. Robbins, V, 82 East Haverhill St.,	'96	500
Alice E. Gill, IV, 33 Jackson St.,	'97	500
Lena A. Nolan, V, Andover,	'98	500
Margaret S. Brown, V, 265 Jackson St.,	'99	500
Ella M. Eastman, V, 335 Prospect St.,	'01	450
Grace L. Conlin, V, 88 Garden St.,	'01	450

## JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut.)

*Includes all elementary grades above the third, west of Bruce Street, north of Spicket River.*

Maurice J. O'Brien, Master, 59 Bodwell St.,	'02	\$1,600
Helen Golden, VIII, 203 Haverhill St.,	'93	600
Nora A. McNulty, VII, 67 Lexington St.,	'94	600
Katherine A. Hynes, VII, Methuen,	'97	550
Mary A. Kennedy, VI, 181 Park St.,	'00	500

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Theresa A. Lane, VI, 91 Bennington St.,	'93	500
Margaret M. O'Neil, VI, 147 Franklin St.,	'95	500
Teresa M. Twomey, VI, 180 Park St.,	'99	500
Mary L. Cotter, V, 58 Exchange St.,	'97	500
Margaret A. Brouder, V, 139 Arlington St.,	'98	500
Nellie M. Reardon, V, 44 Manchester St.,	'99	500
Catherine F. Flanagan, IV, 358 Oak St.,	'98	500
Mary F. Deacy, Assistant, 133 Lexington St.,	'00	450
Laura A. D. Lord, Assistant, 13 Cross St.,	'02	400
Bertha Bertolle, Assistant, 385 Essex St.,	'02	400

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## EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of B. & M.  
R. R., in South Lawrence.*

John F. Higgins, Master, 170 Salem St.,	'01	\$1,400
Mary F. Collins, VIII, 55 South Broadway,	'93	600
H. Frances McDonnell, VIII, North Andover,	'96	600
Grace M. Nesbitt, VII, 250 Jackson St.,	'98	550
Marietta Shanahan, VII, 279 Salem St.,	'88	550
Ida B. Hagar, VI, 40 Cambridge St.,	'99	550
Nora R. O'Neil, V, 11 Phillips St.,	'97	500
Ellen T. Holland, V, 15 Brookfield St.,	'01	450
Lauretta M. McCabe, VI, 17 Margin St.,	'99	500
Margaret A. Houston, IV, 361 Haverhill St.,	'99	500
Katherine A. Nolan, IV, Andover,	'98	500
Mary F. Hines, Assistant, 110 Blanchard St.,	'02	400

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## DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street.)

*Includes first three grades west of B. & M. R. R., in South  
Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Carrie J. Pingree, III, 250 Andover St.,	'81	500

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Annie V. Healey, III, 342 South Broadway,	'91	500
M. Elizabeth Dowd, III, 152 Salem St.,	'92	500
Mollie B. Marsh, II, 334 Andover St.,	'95	500
Mary H. Callahan, II, 69 Exeter St.,	'96	500
Georgie M. Follansbee, II, 38 Cambridge St.,	'99	500
Jennie M. Quealey, I, 383 Haverhill St.,	'99	500

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### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway.)

Margaret G. O'Brien, I, 23 Cross St.,	'98	\$500
Josephine A. Kelley, I, 89 Newton St.,	'93	500
Nellie S. Stackpole, I, 66 Abbott St.,	'95	500
Carrie M. Hobbs, I, 78 Farnham St.,	'98	500

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### UNION STREET SCHOOL.

Andover Street (cor. South Union Street.)

*Includes first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	500
Maud Vatter, II, 22 Albion St.,	'91	500
Anna A. Toye, I, 240 Andover St.,	'93	500
Emma V. Hurst, I, 203 Haverhill St.,	'97	500
Margie C. Connor, I, 144 Bailey St.,	'99	500
Alice McKenney, Assistant, 135 Boxford St.,	'00	450
Ella M. Churchill, Assistant, 11 Cedar St.,	'99	500
Edith L. Whittemore, Assistant, 5 Springfield St.,	'02	400
Grace V. Devlin, Assistant, 15 Springfield St.,	'02	400



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 ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Saratoga Street.*

*Sara E. Holt, Principal, Franklin St.,	'78	\$650
Lola F. Clifford, III, 115 Spruce St.,	'97	500
Bridget A. Halley, III, Avon St.,	'86	500
Helen M. Bean, III, 54 Holly St.,	'62	500
Elizabeth F. Conway, II, 114 Saratoga St.,	'88	500
Grace F. Conway, II, 1 Tremont St.,	'89	500
Louise A. McGowan, II, 14 Berkeley St.,	'01	450
Letitia Wilcox, I, North Andover,	'96	500
Marie E. Sandiford, I, 22 Blakelin St.,	'97	500
Katherine W. Murray, Assistant, 16 Highland St.,	'98	500
Mary M. Butler, Assistant, 93 Bradford St.,	'99	500
Bertha E. Wilson, Assistant, 26 Warren St.,	'99	500
Ellen G. Dunn, IV, 87 Cross St.,	'94	500
Mary E. Sullivan, IV, 155 Saratoga St.,	'99	500

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## PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets.)

*Includes first four grades between Jackson and Bennington Streets, north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, IV, 117 Oak St.,	'83	500
Mary E. Corkhill, III, 234 Park St.,	'01	450
Eleanor F. Sullivan, III, 106 Oak St.,	'00	450
Florence L. Abbott, II, 50 Thorndike St.,	'95	500

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 \*Leave of absence.

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Agnes A. Ashe, II, Methuen,	'98	500
Helen S. Chubb, I, 109 Berkeley St.,	'91	500
Margaret M. Griffin, I, 207 Chestnut St.,	'02	400
Margaret G. Kennedy, Assistant, 49 Willow St.,	'97	500

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### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street.)

*Includes first three grades east of Jackson Street and north of Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill St.,	'74	\$550
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	500
Martha J. Sargent, I, 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, 118 East Haverhill St.,	'85	500
Rachel H. Stannard, Assistant, 118 East Haverhill St.,	'00	450
M. Evelyn Josselyn, Assistant, 1 Methuen St.,	'01	450
May I. Lawlor, Assistant, 100 Bennington St.,	'02	400
Daisy E. Stevens, Assistant, 98 Auburn St.,	'02	400
Katherine A. Donovan, Assistant, 94 Bradford St.,	'02	400

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### BERKELEY STREET SCHOOL.

Berkeley Street (corner Berkeley Court.)

Mabel M. Mullen, IV, 258 Jackson St.,	'00	\$500
Ethel C. Ramsey, II, 231 Bruce St.,	'98	500
Kathleen C. Doheny, III, 7 Lowell St.,	'98	500
Maria T. Cogger, IV, 41 Summer St.,	'99	500
Alice T. Keefe, III, North Andover,	'00	450

## STORROW SCHOOL.

Storrow Street (near Storrow Park.)

*Includes first four grades south of Platt Street and east of Spicket River.*

Hattie B. Collins, Principal, IV, 110 East Haverhill St.,	'78	\$550
Alice Eastham, III, 33 Woodland St.,	'93	500
Alice L. Trott, II, 119 Allston St.,	'91	500
May B. Mowatt, I, 57 High St.,	'95	500
Margaret W. Mowat, Assistant, 57 High St.,	'97	500
Josephine M. Lundberg, Assistant, 293 Broadway,	'02	400
Mary E. Geraghty, Assistant, 25 Allen St.,	'02	400

## WALTON SCHOOL.

Methuen Street (corner Newbury Street.)

*Includes first three grades between Spicket River and Jackson Street, south of Summer Street.*

Elizabeth T. DeCourcy, Principal, III, 203 Haverhill St.,	'90	\$550
Nellie L. Stoddard, II, 86 Jackson St.,	'77	500
Grace E. Eastman, I, 27 Summer St.,	'98	500
Bessie G. Gainey, I, 1 Kingston St.,	'01	450
Genevieve A. McConnor, Assistant, 23 Foster St.,	'02	400

## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson street to Spicket River.*

Nellie E. Smart, V, Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 63 Newbury St.,	'83	500
E Mabel Andrews, IV, 30 Summer St.,	'95	500
A Willa Cragin, IV, 159 High St.,	'96	500

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HARRINGTON SCHOOL.

Newbury Street (corner Elm Street.)

*Includes first three grades between Jackson Street and Spicket River,  
north of Summer Street.*

Leslie Dana, Principal, III, 7 East Haverhill St.,	'76	\$550
Florence D. Hall, II, 100 Saunders St.,	'84	500
Margaret E. Loftus, I, 153 Newbury St.,	'93	500
Ada L. Riordan, I, 41 Mechanic St.,	'96	500
Anna F. Churchill, Assistant, 197 Oak St.,	'02	400

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AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street.)

*Includes first two grades west of Lawrence Street, east of Hampshire  
Street and south of Spicket River.*

Ellen M. Dooley, Principal, II, 144 Jackson St.,	'91	\$550
Mary E. Leary, II, 55 Osgood St.,	'88	500
Genevieve M. Tierney, I, 21 Tremont St.,	'95	500
Caroline A. Carpenter, I, 17 Rhine St.,	'96	500
Mary G. Brogan, Assistant, 203 Oak St.,	'97	500

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HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire  
Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.,	'81	\$600
Josephine L. Chase, IV, 438 Haverhill St.,	'82	500
Anna C. Lane, III, 91 Bennington St.,	'95	500
Helen G. Kennedy, III, 74 Centre St.,	'96	500

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R., south of Spicket River.*

Pamelia J. Ladd, Principal, V, 72 Bradford St.,	'67	\$600
Grace A. O'Connor, V, 40 Fairmont St.,	'96	500
Mattie M. Hatch, IV, 27 Cross St.,	'92	500
Mary A. Mahony, IV, 65 Bradford St.,	'96	500

## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Cedar Street and Florence Place.*

Caroline G. Donovan, Principal, III, 56 Bradford St.,	'94	\$550
Edith M. Messer, II, 449 Broadway,	'87	500
Margaret L. Shanahan, I, 203 Haverhill St.,	'96	500
Mary A. V. Farley, I, 93 Bradford St.,	'96	500
Caroline S. Brady, Assistant, Methuen,	'98	500

## ESSEX SCHOOL.

Head of Essex Street.

*Includes third and fourth grades west of M. & L. R. R., south of Railroad and May Streets, and north of Water Street.*

Annie F. McDermott, Principal, 460 Lowell St.,	'81	\$650
Elizabeth Entwistle, IV, 3 Caulkins Court,	'97	500
Ellen C. Tobin, IV, 480 Haverhill St.,	'98	500
Annie M. Kennedy, IV, 40 Reservoir St.,	'00	450
Elizabeth Stafford, III, 78 Butler St.,	'96	500

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L. Florence Kennedy, III, 759 Essex St.,	'01	450
Florence E. Griffin, III, 54 Hampshire St.,	'78	500
Myra H. Warburton, III, 26 Crescent St.,	'01	450

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## RIVERSIDE SCHOOL.

School Street (corner Doyle Street.)

*Includes first two grades west of M. & L. R. R., and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.,	'85	\$500
Grace E. Kingston, II, 58 Bellevue St.,	'94	500
Mary T. Cassidy, I, 600 Haverhill St.,	'98	500
Ellen I. McCartin, Assistant, 50 Warren St.,	'01	450
Elsie R. Houston, Assistant, 216 Broadway,	'01	450

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## LOWELL STREET SCHOOL.

Warren Street (corner of Lowell Street.)

*Includes first two grades west of M. & L. R. R., north of Essex Street, south of Haverhill Street, and east of Milton Street.*

Mary A. Dame, Principal, II, 614 Haverhill St.,	'73	\$550
Anne S. Lane, II, 79 Butler St.,	'80	500
Cora A. Miles, I, 8 Railroad St.,	'02	400
Anna J. Murray, I, 36 Warren St.,	'96	500

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## WASHINGTON SCHOOL.

Manchester Street (corner Washington Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of the M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery.*

Elizabeth F. Devlin, Principal, 15 Cross St.,	'86	600
Elizabeth S. McGregor, III, 13 Lake St.,	'99	500



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Lizzie M. Crabtree, II, 83 Warren St.,	'92	500
Sara A. White, II, 48 Holly St.,	'97	500
Alice V. Fitzgerald, I, 353 Broadway,	'00	450
Mabel J. Cheney, I, North Andover,	'94	500
Jessie R. Brown, Assistant, 13 Cedar St.,	'01	450

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## TRAINING SCHOOL.

Oak Street (rear Oliver School.)

*Includes first six grades south of Spicket River, between East Haverhill,  
Jackson and Lawrence Streets.*

Leila M. Lamprey, Principal, 277 Haverhill St.,	'83	\$1,100
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## ASSISTANTS.

Ella F. Eastman, 37 Summer St.,	'80	\$750
Annie L. O'Connor, 55 Cross St.,	'93	700
Emma J. Greenwood, 184 Jackson St.,	'96	600

## SUB-TEACHERS.

Oliver 15	{	Josephine M. McQuade, V, IV, 142 Saratoga St.
		Isabella Barrie, 14 Elizabeth St.
Oliver 14	{	Stella A. Maffett, IV, 384 Andover St.
		Annie M. Fisher, 115 Newbury St.
		Mary L. Scanlon, 116 Maple St.

Room 1—Anastatia G. O'Brien, III, 53 Bennington St.

Room 2—Mary G. Doyle, II, 82 Avon St.

Room 3—Emma F. Churchill, II, 11 Cedar St.

Room 4—Nora G. Cullinane, I, 74 Lawrence St.

Room 5—Maude Gorman, I, 4 Melrose St.

## DIRECTORS OF MUSIC.

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William W. Keays, Melrose, Mass.,	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.,	'99	750

## DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.,	'91	\$1,500
Annie T. McCarthy, 173 Haverhill St.,	'02	700

## SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Av.,	'99	\$1,200
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## TEACHER OF ELOCUTION.

## High School.

Bertha M. Robinson, 7 Campo Seco St.,	'01	\$600
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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$500
Gertrude M. Joyce, 78 East Haverhill St.,	'86	500
Eleanor E. Quealey, 383 Haverhill St.,	'01	450

## EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

## Augustine X. Dooley, Principal.

Edward S. Riley,	Jeremiah Herlihy,
Walter O. Jewell,	John F. Whelan,
Edward P. Morton,	Rachel H. Stannard,
Mary A. Bailey,	Michael A. Sullivan,
Daniel A. Arundel,	Cornelius J. Mahoney,
Daniel J. Murphy,	Paul Oeser,
Noelia Dubrule,	Harriet C. Lord.

*Drawing.*

A. W. Scribner,	George M. Tatro,
	W. D. Rundlett.

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Wesley B. Lindner,	Eleanor C. O'Connor,
Z. A. Berthiaume,	Hannah T. Curtin,
Fred H. Matthes,	M. Elizabeth Church,
George McLane,	Sadie C. Harkins,
Thomas F. Delaney,	Charles W. Danforth,
William J. Delaney,	Edward J. Wade,
Frank A. Cregg,	Grace I. O'Neil,
Daniel A. Norton,	Mary McSweeney,
William J. Quigley,	Mary Flanagan,
Fred G. Buchhold,	Nora T. Murphy,
Joseph LaFrance,	Grace M. Hanrahan,
Emile C. Cyr,	Nonie M. Ahern,
Helen R. O'Brien,	Anna T. Desmond,
Frances O'Herlihy,	Mary A. Linehan,
Hubert Kane,	Lizzie J. Carroll,
Hugh McConnor,	Valeda E. Marier,
Elizabeth Carroll,	Katie McKenna,
Enah I. Orff,	Eva Morache,
Gertrude O'Connell,	Ellen M. Quigley,
Elizabeth Lawlor,	Mary E. Daley,
Elizabeth Donovan,	May Kittredge,
Lillian Holtham,	Annie Mulholland.

## ESSEX SCHOOL.

Frederick C. Wainwright, Principal.

Frank McAnally,	Hormidas Girard,
Margaret Brennan,	Minnie Kingston,
	F. X. Belle Isle.

## PACKARD SCHOOL.

Joseph Donovan, Principal.

T. H. Vincent,	W. J. Graham,
Mary Hannon,	James W. Sewell,
	William J. Lena.

### TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

Office at Old High School Building. Hours: 7.45 to 8.30 A. M., and 11.15 A. M. to 12 M., and 4 to 5 P. M. Visit out stations each day: John R. Rollins School for Prospect Hill Schools; at Packard and Emily G. Wetherbee for South Side Schools; at Bruce School for schools west of railroad; at Cross Street for schools east of railroad and west of Amesbury and White Streets. All other schools report at office.

### JANITORS.

Storrow School,	}	John W. Carroll, 211 Oak St.
Walton School,		
Newbury Street School,		
Prospect Street School,	}	John Dolan, 121 Elm Street.
Harrington School,		
Oak Street School,		
Hampshire Street School,	}	Michael P. Higgins, 69 Union St.
Park Street School,		
Essex School,	}	R. G. Newton, 9 Merrimack View.
Lowell Street School,		
Riverside School,	}	William Butler, 32 Warren St.
Packard School,		
Packard School Annex,	}	John Scannell, 7 Chester St.
Union Street School,		
	}	Thos. J. McLaughlin, 52 Cambridge St.
High School,		
	}	Andrew J. Dunn, 21 Buswell St. Patrick Fitzpatrick, 291 Elm St.
Oliver School,		
	}	Patrick Murley, 283 Elm St. Michael J. Clark, 79 Concord St.
Washington School,		
Arlington School,	}	John Hayes, 236 Lawrence St. Waldo H. Lesure, 5 Home St. John Haggerty, 196 Park St.
John R. Rollins School,		
John K. Tarbox School,		

Manual Training School,	}	Michael McCarthy, 55 Osgood St.
Emily G. Wetherbee School,		Daniel Donovan, 222 Salem Street,
Daniel Saunders School,	}	M. F. Donovan, 446 Andover St.
Daniel Saunders School, Annex,		
Cross Street School,	}	R. W. Patterson, 59 Concord St.
Franklin Street School,		
Amesbury Street School,		
Berkeley Street School,	}	John Hoyer, 5 Knox St.
Arlington Annex,	}	Arthur C. Hey, 593 1-2 Broadway.
Alexander B. Bruce School,	}	William S. Ford, 304 Ames St.

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## CALENDAR.

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The first term of the present school year began Tuesday, September 9, and continued fifteen weeks, ending Friday, December 19.

The second term began Monday, December 29, and will continue thirteen weeks, ending Friday, March 27.

The third term begins Monday, April 6, and continues twelve weeks, ending Thursday, June 25.

The first term of the next school year will begin Tuesday, September 8, 1903, and continue fifteen weeks, ending Friday, December 18.

### HOLIDAYS.

New Year's Day, Washington's Birthday, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs April 1, and the period in summer from June 25 to September 8.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M., or at 6.30 P. M., indicates that the sessions of the schools immediately following the signal will be omitted.



# SCHOOL COMMITTEE

FOR 1903.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. ALEXANDER L. GRANT, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

J. E. BURKE, Tel. 100,

*Secretary*

## MEMBERS:

		Term Exp.
<i>Ward 1.</i>	OTTO MÜLLER, Tel. 539-3, 108 East Haverhill Street.	1905
	HUGO E. DICK, Tel. 622-2, 129 Newbury Street.	1905
<i>Ward 2.</i>	CLINTON O. ANDREWS, Tel. 201-3, 10 Albion Street.	1905
	WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1904
	JAMES J. SULLIVAN, Tel. 209-3, 357 Oak Street,	1904
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268-4, 182 Hampshire Street.	1904
	THOMAS TETREAU, M. D., Tel. 736-4, 350 Haverhill Street.	1904
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1903
	WILLIAM HENDRY, 17 Essex Avenue.	1903
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1903
	PHILIP A. MCCARTHY, Tel. 632, 55 Osgood Street.	1903

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Andrews, Dr. Tetreau and Dick.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Müller, McCarthy, J. J. Sullivan and Rowell.

PRIVATE SCHOOLS—Messrs. McCarthy, Breen, Hendry and Andrews.

EVENING SCHOOLS AND DRAWING—Messrs. M. J. Sullivan, Hendry, Dr. Tetreau, Müller, J. J. Sullivan and Andrews.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Tetreau, Dick and Rowell.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Müller, McCarthy, J. J. Sullivan and Andrews.

RULES—Messrs. Mahoney, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. Tetreau, Hyde, Müller, McCarthy and Rowell.

SALARIES—Messrs. Hendry, Breen and J. J. Sullivan.

MANUAL TRAINING—Messrs. Rowell, Mahoney and Dick.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Müller and Dick.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Andrews and Rowell.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Tetreau.

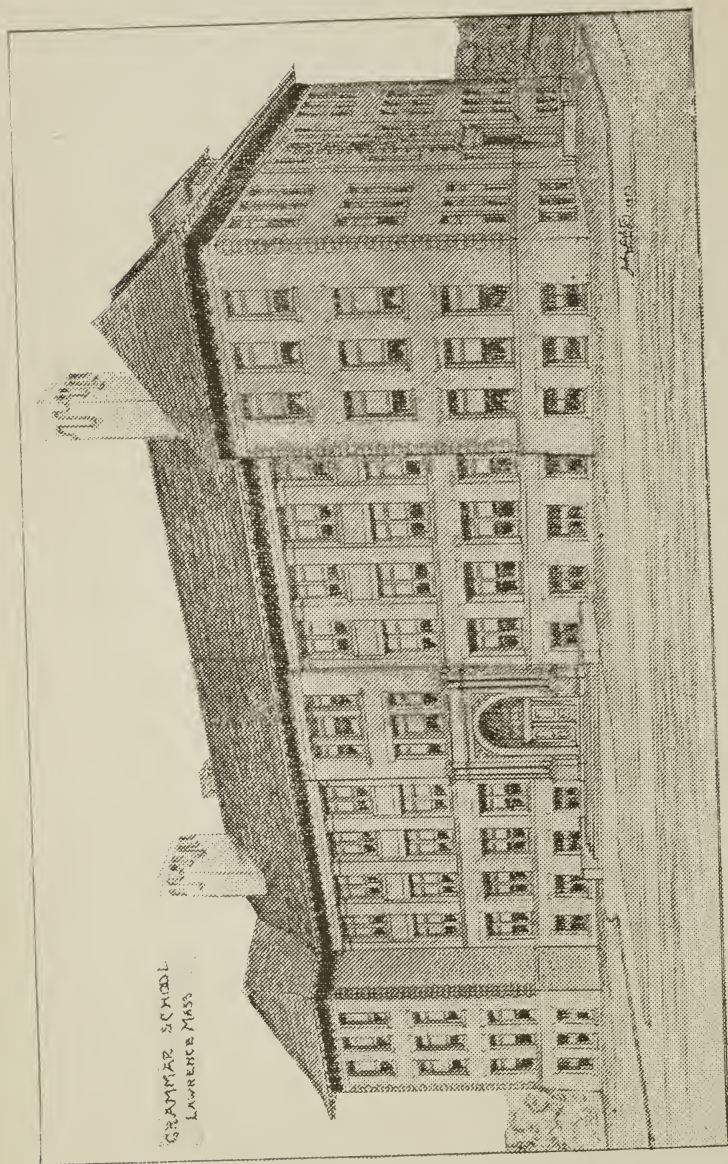
Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.









GRAMMAR SCHOOL  
LAWRENCE MASS

New Gilbert E. Hood Grammar School, Lawrence, Mass



FIFTY-SEVENTH  
ANNUAL REPORT  
OF THE  
School Committee  
OF THE  
CITY OF LAWRENCE,  
MASSACHUSETTS,



1903.

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LAWRENCE. MASS.  
W. T. REARDON, PRINTER.

1904.



# SCHOOL COMMITTEE.

FOR 1903.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. ALEXANDER L. GRANT, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

J. E. BURKE, Tel. 100,

*Secretary*

## MEMBERS.

		Term Exp.
Ward 1.	OTTO MULLER, Tel. 539-3 108 East Haverhill Street.	1905.
	HUGO E. DICK, Tel. 622-2, 129 Newbury Street.	1905
Ward 2.	CLINTON O. ANDREWS, Tel. 201-3, 10 Albion Street.	1905
	WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
Ward 3.	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1904
	JAMES J. SULLIVAN, Tel. 209-3, 357 Oak Street.	1904
Ward 4.	MAURICE J. MAHONEY, Tel. 268-4, 182 Hampshire Street.	1904
	*THOMAS TETREAU, M. D., Tel. 736-4, 350 Haverhill Street.	1904
Ward 5.	GEORGE S. J. HYDE, 620 Haverhill Street.	1903
	WILLIAM HENDRY, 17 Essex Avenue.	1903
Ward 6.	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1903
	PHILIP A. MCCARTHY, Tel. 632, 55 Osgood Street.	1903

\*Resigned, succeeded by Alphonse H. Petit, M. D., 1904.  
(Elected December, 1903.)

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Andrews and Dick.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Muller, McCarthy, J. J. Sullivan and Rowell.

PRIVATE SCHOOLS—Messrs. McCarthy, Breen, Hendry and Andrews.

EVENING SCHOOLS AND DRAWING—Messrs. M. J. Sullivan, Hendry, Muller, J. J. Sullivan and Andrews.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Tetreau, Dick and Rowell.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Muller, McCarthy, J. J. Sullivan and Andrews.

RULES—Messrs. Mahoney, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Hyde, Muller, McCarthy and Rowell.

SALARIES—Messrs. Hendry, Breen and J. J. Sullivan.

MANUAL TRAINING—Messrs. Rowell, Mahoney and Dick.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Muller and Dick.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Andrews and Rowell.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Tetreau.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.

NOTE.—At the regular meeting of the School Committee held December 31, 1903, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.

# SUPERINTENDENT'S REPORT.

LAWRENCE, MASS., DECEMBER 31, 1903.

*To the School Committee of the City of Lawrence :*

GENTLEMEN: I have the honor of submitting to you my tenth annual report of the Public Schools of Lawrence, which forms the fifty-seventh of the series of annual reports of this department.

## FINANCIAL STATEMENT—1903.

Appropriation by City Council.....	\$185,000.00
For tuition and sale of text books.....	44.50
Overcharge.....	19.00
Overdraft.....	30,429.07
	<hr/>
	\$215,492.57

### *Expenditures.*

Salaries of Teachers.....	\$154,819.62
Salaries of Janitors.....	15,913.57
Salary of Superintendent.....	3,000.00
Salaries of Truant Officers.....	2,100.00
For text books.....	4,901.65
For supplies.....	7,818.73
For fuel.....	23,422.63
For Incidentals.....	3,516.37
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	\$215,492.57

The following is a comparative estimate of expenditure for the years 1903 and 1902 :

Expended during 1903.		1902.	Increase.	Decrease.
Salaries of teachers,	\$154,819.62	\$148,487.00	\$ 6,332.62	
Salaries of janitors,	15,913.57	14,664.00	1,249.57	
Salary of Superintendent,	3,000.00	3,000.00		
Salaries of truant officers,	2,100.00	2,100.00		
For text books,	4,901.65	4,373.17	528.48	
For supplies,	7,818.73	9,822.92		\$2,004.19
For Fuel,	23,422.63	8,066.65	15,355.98	
For Incidentals,	3,516.37	2,895.45	620.92	
Totals,	\$215,492.57	\$193,409.19	\$24,087.57	\$2,004.19
Total Increase during 1903, \$22,083.38.				

During the year 1902 the school department expended for the support of all its schools the sum of \$193,409.19. The City Council for 1903, however, for reasons best known to itself, decided upon an appropriation of only \$185,000.00 to meet the expenses of this department during the current year. It was foreseen that an overdraft was unavoidable: and it has been our constant endeavor to make this overdraft as small as possible. Our total expenditure for 1903 has been \$215,492.57; \$22,083.38 greater than the amount expended during the preceding year and \$30,429.07 in excess of our current appropriation.

The principal item of increase is that of fuel which cost this department \$15,355.98 in excess of that paid in 1902 and \$12,123.10 greater than the



amount expended in 1901. This abnormal expenditure scarcely needs explanation. It was occasioned by pitiful conditions remote from the control of the School Committee. During the summer of 1901 the City Council was unable to make the customary large purchases of coal for the entire following school year. Consequently the exorbitant market prices for coal were paid of necessity during the past winter in order that comfortably heated school buildings might remain open for the accommodation of the children of the city.

Moreover this year's expenditure embraces the cost of all fuel purchased since January 1, 1903, and includes the cost of the yearly supplies at present in the school buildings, which will not become exhausted before the close of the present school year in June. We are thus paying practically in one year for two years' supply of fuel. Other items of increase are teachers' salaries, occasioned principally by the appointment of an additional number of teachers; and salaries of janitors, an increase due to assignments to the new buildings in the city. The increase in the cost of text books is very small, since consideration must be taken of the fact that a change in the text-books in Arithmetics became indispensable at an outlay of over one thousand dollars. One item, that of school supplies, shows a decrease during the year of \$2,004.19.

### LAWRENCE PRACTICE SCHOOL.

The consolidation of our local training school as a school of observation and practice in the Lowell Normal School system has advanced safely beyond the stage of experimentation. The readiness of adaptation, one to the other, the generous spirit of co-operation that prevails, and the excellence that characterizes the work of the two schools warrant us in expecting finally the fruition of our most cherished hopes. The beneficence of this plan of consolidation to our city, educationally, cannot be exaggerated. The larger opportunities for academic culture and the higher view of professional service that present themselves to our trainers in an institution such as the Lowell school, are positive factors in the development of the best in the life of the teacher. And the practice work the pupil-teacher receives within the schools of her future professional labors equips her most practically for the duties she must assume.

The serious objection to the successful accomplishment of this plan of consolidation is the meagre equipment of our local school. The intellectual correspondence between the two schools is gratifying, but in material accommodations and equipment there is no comparison whatever. The facilities afforded in our local training school are altogether too meagre for the accomplishment of the excellent work we outline. The building is old and inconvenient and incommodious.

It goes unquestioned that we derive from our present plan exceptional advantages that were denied us under the old regime. But it is true that through the scheme of consolidation the State likewise has profited. She has taken under her tuition a large number of future teachers with a view toward their better preparation. It is her established policy to educate her teachers. Through well-trained teachers she hopes to influence for the best, innumerable boys and girls. Thus shall the best interests of the State be subserved. Since our local school is under the control of the State Board of Education, and since our relations with the Normal School are original and unique, without a parallel anywhere in the Commonwealth, I firmly believe that the General Court would provide for us in Lawrence a suitable building for this special practice work, provided the subject were properly presented before the members of that honorable body.

And the state would have a precedent for such considerate action, a precedent which seems to establish a policy of encouragement and support for normal and practice schools.

Chapter 74 of the Resolves of the Commonwealth of Massachusetts for the year 1899 provides for the erection of a building for a model and practice school in connection with the state normal school at Fitchburg, and reads as follows :

"RESOLVED TO PROVIDE FOR THE ERECTION OF A BUILDING FOR A MODEL AND PRACTICE SCHOOL IN CONNECTION WITH THE STATE NORMAL SCHOOL AT FITCHBURG.

RESOLVED, That there be allowed and paid out of the treasury of the Commonwealth a sum not exceeding twenty thousand dollars, for the purpose of aiding in the erection upon the grounds of the state normal school at Fitchburg of a building to be used for the purposes of a model and practice school in connection with said normal school, said amount to be expended under the direction of the State Board of Education :

PROVIDED, That no part of said sum shall be expended until the City of Fitchburg has paid the sum of twenty thousand dollars to the State Board of Education to be also expended in the construction of said building. The plans for the building shall be approved by the State Board of Education and the School Committee of Fitchburg, and its use shall be subject to agreements now existing or hereafter made between the State Board of Education and the City of Fitchburg.

Approved May 4, 1899."

If such kindly consideration were accorded the City of Fitchburg where a splendidly equipped state normal school has been established but recently, an argument should be infinitely stronger in behalf of the City of Lawrence which has abolished its own excellent local Normal Training school in order to become in-

corporated within one of the normal school centres of the state.

I therefore respectfully suggest that the School Committee strive to interest in this project the Mayor and the City Council, and the local members of the General Court with a view that very early in its session the State Legislature may be petitioned to provide for the erection of a suitable modern practice school in the City of Lawrence, for the education of the normal school girls in this vicinity.

### WARD TWO GRAMMAR SCHOOL.

The history of the Ward Two Grammar school building re-affirms the truth of the adage, "great bodies move slowly." In six consecutive reports the School Committee has urged the demands for a new school building for the accommodation of the rapidly increasing school population north and east of the Spicket River. In the meantime two rooms have been added to the Arlington school, a four room annex has been placed upon the grounds of the Park Street school, and two rooms have been joined to the Storrow school in such a manner as to disfigure that structure, while temporary quarters have been secured in the German school on Berkeley street and in the vestry of the Methodist church on Arlington street; and yet no substantial permanent relief has been provided.



In the exercise of its authority the School Committee at a meeting held on the twenty-third day of May, 1902, voted to select a site for a new school building, a lot of land situated on the northerly side of Park street between Bruce and Saunders streets, having a frontage of 220.7 feet on Park street, 156 feet on Bruce street, and 249.4 feet on Saunders street, and containing in all 40,425 square feet. No final action was taken by the City Council upon this recommendation of the School Committee for nearly a year, but on the twenty-seventh day of March, 1903, this exceptionally desirable site was purchased by the City Government for the sum of ten thousand five hundred dollars (\$10,500.) On January 5, 1903, an appropriation for the new school amounting to seventy thousand dollars (\$70,000) was made by the City Council, and on the twenty-sixth day of the same month a commission was created to have absolute control of the construction and erection of the proposed new building. This Commission comprised the Mayor, Honorable Alexander L. Grant, Chairman ex-officio, Lewis P. Collins, Alfred A. Lamprey, James Flanagan and Robert H. Tewksbury. The School Committee of the City of Lawrence is empowered by a special act of the General Court, enacted May 1, 1899, to recommend plans for the erection of all school buildings. In the exercise of this power the School Committee at a meeting held on March 26, voted to request the Ward Two Commission to present to the School



Committee for approval "an individual set of preliminary plans" for the proposed new building.

In response to a request from the Commission for more specific instructions relative to the required size and character of the building, the School Committee at a special meeting held on April 8 expressed its desire, first, that the proposed building should be three-storied and constructed of brick ; second, that it should contain sixteen class -rooms and a suitable assembly hall ; third, that it should contain additionally a library room, approximately the size of an ordinary class-room ; fourth, that it should contain a master's office, teachers' room and a store-room. Upon the receipt of this intelligence the Commission entered actively upon its labors and made a selection of John Ashton, Architect, to draft a preliminary plan.

On the eighth day of June the present Superintendent of schools was appointed a member of the Ward Two School Commission to fill the vacancy caused by the resignation of James Flanagan. At a meeting of the School Committee held on June 19, a communication was received from the Ward Two School Commission, dated June 18, which read in part as follows :

"This Commission has endeavored in the accompanying plan which we lay before you, to combine every feature and convenience you have suggested and to do it in form that will admit of economical and durable

construction. As a Commission we have voted to transmit the same to you for approval."

The School Committee thereupon voted to approve and to recommend the plan submitted by the Commission.

After details and specifications had been prepared and bids had been solicited the Commission learned that the original appropriation of seventy thousand dollars, which had been reduced by the ten thousand five hundred dollars paid for the site, was altogether insufficient to defray the cost of construction. These facts were submitted to the City Council and on the nineteenth day of November an order was passed by the City Council substituting one hundred and fifty thousand dollars for the original appropriation of seventy thousand. Bids were solicited again in order that the cost of the building might be reduced to its minimum, and finally on the very day that this annual report is submitted a contract has been signed between the Commission and the George M. Cole Company for the construction of the new Ward Two building at a cost of \$104,992.

And now it is earnestly to be hoped that, as soon as the weather of early springtime permits, the work of construction may be begun, and that the work may be prosecuted with a vigor and will compensate in a measure at least for past delinquencies and delays.

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TRUANCY.

When an additional truant officer was elected by the School Committee in the year 1893, a division was made of the out-door truancy work and to each of the officers there was assigned a particular district. It was recognized at that time that proper attention to all out-door truancy was beyond the power of an individual officer. So rapidly, however, did the office work of this department increase that the senior truant officer was required to abandon the district assigned to him and to devote all his time to within doors to the duties of his office, such as issuing labor certificates and performing various matters of detail.

Thus in addition to the work that was considered excessive ten years ago, the junior truant officer has been compelled to assume additional burdens and responsibilities, including a watchfulness over whatever truants have grown up among the 2500 children who represent the city's increase in school population since 1893.

During the year 1893 the number of school buildings visited by the truant officer was 1578; last year our truant officers made 2599 such visitations, a fact which indicates the increased volume of work.

But there is another phase of the question. In 1893 the number of parents notified of the truancy of their children was 813; last year the number notified was only 754; whereas the number of children returned

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to school from the street diminished in number from 143 in the year 1893 to only 83 during the year 1902.

It may be possible, under such adverse conditions for its control, truancy is decreasing in our city, while the population is rapidly increasing. I incline rather to the opinion that the above disparity in figures emphasizes the inability of an individual officer to cover such an extensive territory as the City of Lawrence embraces, and do justice to his own inclinations or to the duties of his trying position.

I desire therefore, gentlemen, to renew my suggestion, heretofore expressed to you as to the advisability of the election of an additional truant officer.

## HISTORICAL.

### GRADUATION, 1903.

The graduation of the class of 1903 of the high school was held in the City Hall, on the afternoon of Monday, June twenty-second.

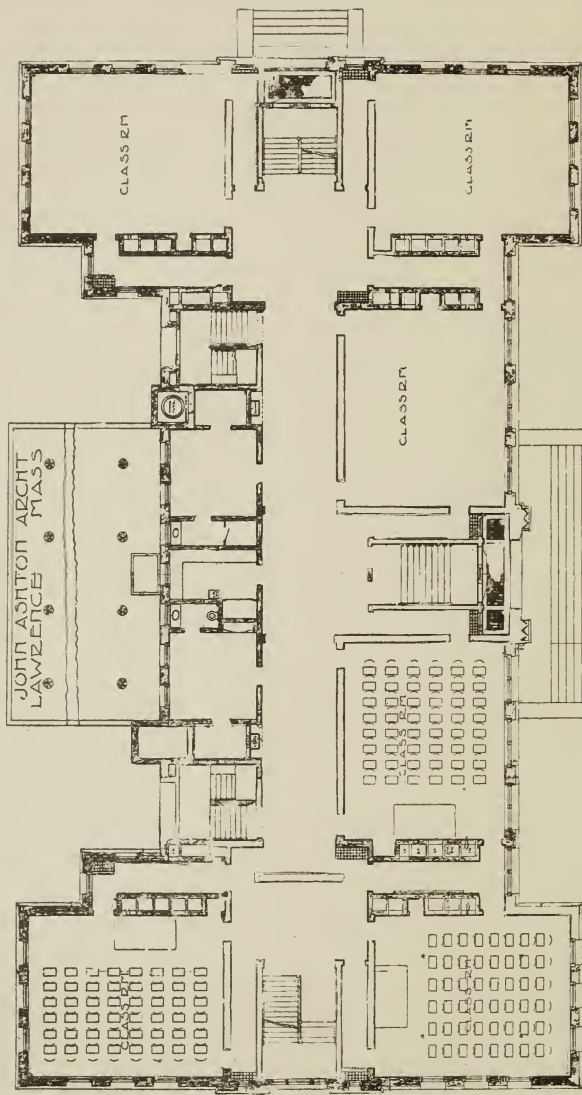
An address was delivered by Rev. Frederick H. Page, of this city, and diplomas were presented to 93 graduates by Hon. John Breen, vice-chairman of the School Committee.

The six grammar schools held their accustomed union graduation exercises at City Hall, on Wednesday, June twenty-fourth. The address was delivered by Mr. Hugh J. Molloy, of the Lowell State Normal School, and diplomas were presented to two hundred and eighty-

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# GRAMMAR SCHOOL BUILDING CITY OF LAWRENCE



FIRST FLOOR PLAN  
SCALE 1/8" = 1'-0"

First Floor Plan, New Gilbert E. Hood Grammar School, Lawrence, Mass.



nine graduates by Mr. Maurice J. Mahoney, chairman of the Grammar School Committee.

The Evening High School held exercises of graduation in the High School assembly hall, on the evening of Friday, March sixth. The address delivered by Ex-Mayor Robert H. Tewkbury and Mr. Michael J. Sullivan, chairman of the Evening School Committee, presented diplomas to twenty-four graduates.

The classes that entered the Normal Training School in February, 1901, having completed the two years' prescribed course, held exercises of graduation in the Assembly hall of the High School building, on Wednesday afternoon, February fourth. The address was given by Mr. G. C. Gregory, Superintendent of Schools of Chelsea, and Mrs. Kate Gannett Wells, member of the State Board of Education, presented diplomas to the following graduates:—Isabella Barrie, Emma A. Churchill, Nora G. Cullinane, Mary G. Doyle, Anastasia G. O'Brien, Annie M. Fisher, Maude Gorman, Stella A. Maffett and Josephine M. McQuade. At the close of the term in January, the following named young ladies completed the half-year supplementary course required for the graduates of the State Normal School:—Margaret M. Crowley, Agnes E. English, Sara C. Harkins, M. Josephine Nichols, Emma M. Ramsay. At the close of the term in June, Mary L. Scanlon completed the course in the Training School and was granted a diploma.

## PRIZES.

The fifteenth annual contest of the senior class of the High School for the Valpey prizes occurred in the City Hall on the twentieth day of May. The following named gentlemen constituted the committee of award:—Mr. George Mellen, Mr. Joseph A. McCarthy and Mr. James C. Crombie. The following were the successful competitors:—Florence E. Welton and Forrest E. Donigan.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High school, were awarded to Gilbert W. Haigh and Lewis Goldberg.

The Willard B. Perkins' prizes for the encouragement of English composition in the High school were awarded to the following competitors:—

Class of 1903—Ruth May Milliken, Gilbert W. Haigh.

Class of 1904—Agnes M. Finnegan, Philip O'Connell.

Class of 1905—Marie Stetson Barrell, Frank E. Hayes.

Class of 1906—Mildred Kittredge, Joseph Brown.

The Hood prizes for the schools making the most marked progress during the year were awarded to the Park street, Franklin and John K. Tarbox schools.

The (Bishop) Lawrence prizes for excellence in

sewing were awarded to the Packard, Hampshire Street and A. B. Bruce schools.

## CHANGES OF TEACHERS.

### RESIGNATIONS.

Carl S. Milliken, Maud H. Hodgdon and Julia F. Leader of the High School; Kathryn A. Cadogan of the Oliver School; Annie Eastham of the Rollins School; Annie G. Byrne of the Packard School; Margaret A. Houston of the Wetherbee School; Sarah E. Holt, principal of the Arlington School; Carrie N. Hobbs of the Saunders School; Bertha E. Wilson of the Arlington School; Willa Cragin of the Newbury Street School; Myra H. Warburton, of the Essex School; Caroline A. Carpenter, of the Amesbury Street School; Maurice J. O'Brien, Master of the Tarbox School; Mary E. Newell, of the High School.

### PROMOTIONS.

Bridget A. Halley, from Arlington Street School to principalship of same.

### LEAVE OF ABSENCE.

Granted to Mary E. Newell of High School; Annie Eastham of Rollins School; Rachel H. Stannard of Prospect Street School; May B. Mowat of Storrow School and Louise A. McGowan of Arlington School.

## NEW APPOINTMENTS.

To the High School, Carleton E. Preston, John J. Mahoney, Sarah L. Peckover, August Sonntag; to the Packard School, Hannah T. Curtin, Mary E. Flanagan, Gertrude L. O'Connell; to the Rollins School, Eleanor C. O'Connor, M. Elizabeth Carroll; to the Wetherbee School, Elizabeth Donovan; to the Newbury Street School, Enah I. Orff; to the Prospect Street School, Elizabeth A. Lawlor, Grace M. Wadsworth, Nora G. Cullinane; to the Storrow School, Annie M. Fisher; to the Amesbury Street School, Grace I. O'Neil; to the Essex School, Lillian Holtham; to the Lowell Street School, I. Mae Magoon, Maud Gorman; to the Riverside School, Margaret M. Crowley; to the Training School, Emma M. Ramsay, Mary G. Doyle; to the Tarbox School, A. E. Baker, to be Master.

## TRANSFERS.

From Prospect Street to Franklin, Katherine A. Donovan; from Berkeley Street to Prospect Street, Alice T. Keefe; from Bruce to Essex, Daisy E. Stevens; from Essex to Bruce, Elizabeth Entwistle; from Training to Essex, Laura K. Prescott; from Walton to Union Street, Edna L. Stratton; from Room 8 to Room 1, Arlington School, Letitia Wilcox, and from Room 1 to Room 2, same school, Lola F. Clifford; from Packard to Walton, Hannah T. Curtin; from Prospect Street to

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Oliver, May I. Lawlor; from Washington to Arlington, Jessie R. Brown, and from Prospect Street to same school, Grace M. Wadsworth.

### CONCLUSION.

In conclusion I desire to thank the School Committee, teachers, truant officers, members of the press, and our citizens generally, who by kindly counsel, assistance and encouragement, have contributed to whatever educational advancement may have been made during the year that now is closed.

Respectfully Submitted,

J. E. BURKE,

*Superintendent of Schools.*

## REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., DECEMBER 31, 1903.

Mr. J. E. Burke, Superintendent of Schools,

*My Dear Sir:—*

The following is the report of the truant officers for the year ending December 31, 1903.

### SCHOOL CENSUS.

	1903	1902	1901	1900	1899
Ward 1.....	1926	1730	1696	1665	1599
Ward 2.....	1384	1303	1226	1208	1085
Ward 3.....	1775	1877	1780	1756	1645
Ward 4.....	1869	2036	1936	1819	1752
Ward 5.....	2277	2205	2091	1978	1990
Ward 6.....	2203	2311	2160	2101	1974
Totals.....	11,428	11,462	10,889	10,527	10,045

Decrease for 1903 from 1902, 34.



# TRUANCY.

In the following table will be found the work performed in the aggregate under the above heading:--

1903.	No. of Schools Visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No of Second Offences.	No. of Third Offences.	No. of Parents and Guardians Notified.	No. Returned to School from the Street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January.....	307	136	15	5	3	125	5	0	0	3
February.....	228	75	13	2	1	71	6	0	0	3
March.....	304	89	20	4	5	78	8	1	1	2
April.....	233	100	22	6	1	90	7	1	1	1
May.....	317	106	25	5	7	100	13	0	0	3
June.....	154	71	15	6	6	59	8	1	1	0
September.....	267	128	15	3	0	117	9	0	0	0
October.....	278	140	33	7	5	105	14	0	0	2
November.....	200	81	11	2	2	69	2	1	1	1
December.....	342	129	3	0	0	112	4	0	0	0
Totals.....	2630	1055	172	40	30	926	77	4	4	15

## RESULT OF PROSECUTIONS.

Placed on Probation.....	2
Committed to Truant School.....	2

## LABOR CERTIFICATES.

In the following table will be found the number of labor certificates issued:—

1903.	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTAL.
Certificates Issued	73	80	87	87	81	108	162	72	135	81	80	57	1103

Showing a decrease from 1902 of 88.

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school until the proper certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE. 1903.	January.	February.	March.	April.	May.	June.	September.	October.	November.	December.	TOTAL.
Diphtheria.....	8	12	10	3	19	18	24	43	38	9	184
Scarlet Fever.....	7	5	5	6	4	5	3	1	3	4	43
Measles.....	75	108	214	156	65	7	1	0	0	0	626
Small Pox.....	1	0	0	0	1	0	0	0	2	1	5
Totals.....	91	125	229	165	89	30	28	44	43	14	858

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In conclusion we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. McGOWAN,

EDWIN J. CATE,

Truant Officers.

## STATISTICS.

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Valuation of the city for the year 1903.....	\$42,882,047.00
Total expenditures for schools, exclusive of new buildings and repairs.....	215,492.57
Population of the city, census of 1895.....	52,164
Population of the city, census of 1900.....	62,559
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1902.....	11,462
Number of children in city between the ages of 5 and 15, according to the census of Sept. 1, 1903.....	11,428
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1902.....	7,751
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1903.....	7,846
Aggregate enrollment from Jan. 1, 1902 to Jan. 1, 1903.....	9,140
Average number belonging from Jan. 1, 1902 to Jan. 1, 1903.....	7,325
Average attendance from Jan. 1, 1902 to Jan. 1, 1903.....	6,841
Aggregate enrollment from Jan. 1, 1903 to	

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Jan 1, 1904.....	9,160
Average number belonging from Jan. 1, 1903 to Jan. 1. 1904.....	7,369
Average attendance from Jan. 1, 1903 to Jan. 1, 1904.....	6,901
Number of school buildings.....	30
Number of class rooms in High School.....	32
Number of class rooms in elementary schools	184
Number of teachers in High School.....	25
Number of teachers in Grammar Schools...	48
Number of teachers in middle schools.....	52
Number of teachers in primary schools.....	100
Number of supervising principals.....	9
Number of critic teachers in Training School	4
Number of pupil teachers in Training School	29
Number of teachers of music.....	2
Number of teachers of drawing.....	2
Number of teachers of sewing.....	3
Number of teachers of penmanship.....	1
Number of teachers in Evening High School	19
Number of teachers in evening elementary schools.....	61
Number of teachers in evening drawing schools.....	3

TABLE "A."

*Tabular statement of attendance for the school year ending  
June 26, 1903.*

SCHOOLS.	Whole Number Enrolled.		Average Number Belonging.		Average Daily Attendance.		Per Cent of Attendance.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High.....	636	543	589	538	567	516	96.39	96.10
Oliver.....	414	361	377	336	351	311	93.10	92.60
Bruce.....	516	449	455	436	428	406	93.99	94.44
Packard.....	664	673	650	645	598	606	91.50	93.96
John R. Rollins.....	487	466	460	448	437	426	95.07	95.03
John K. Tarbox.....	493	458	460	423	428	402	93.15	94.80
Emily G. Wetherbee.	392	383	365	352	348	337	95.43	95.92
Daniel Saunders.....	396	432	341	341	298	315	87.51	92.24
Union Street.....	318	310	298	298	260	277	87.11	92.78
Arlington.....	407	395	397	386	367	356	91.69	92.67
Park Street.....	381	382	354	337	325	307	92.03	90.86
Prospect Street.....	230	242	219	219	205	203	93.21	92.75
Storrow.....	265	260	241	236	225	225	93.11	95.15
Berkeley Street.....	138	134	130	127	122	119	94.19	93.47
Walton.....	199	178	164	163	154	152	94.01	93.44
Newbury Street.....	157	163	139	126	130	120	93.85	94.99
Harrington.....	176	179	170	174	158	162	92.87	93.34
Amesbury Street.....	154	159	144	154	126	136	87.65	88.48
Hampshire Street....	135	128	124	121	113	111	91.02	92.04
Cross Street.....	157	148	152	138	143	128	93.97	92.80
Franklin.....	213	202	184	179	167	164	91.02	92.33
Riverside.....	166	164	158	160	147	154	93.45	96.50
Essex.....	280	288	261	253	245	240	93.83	94.80
Lowell Street.....	147	155	138	149	122	136	88.01	90.21
Washington.....	233	252	209	217	193	203	92.23	93.15
Training.....	298	276	260	238	237	214	91.08	90.22
Total.....	8062	7780	7439	7294	6894	6726	96.87	93.66



TABLE "B."

*Tabular statement of tardiness, dismissals, truancies and absences,  
for the school year ending June 26, 1903.*

SCHOOLS.	No. of Cases of Tardiness.		No. of half-day Truancies.		No. of Cases of Dismissal.		No. of Cases of Absence.	
	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.	First Term.	Second Term.
High.....	432	414	...	...	425	519	1789	1740
Oliver.....	260	210	43	14	181	153	4632	4305
Bruce.....	425	335	42	28	377	389	5166	4213
Packard.....	455	452	29	17	276	285	9229	6780
John R. Rollins .....	265	266	8	5	172	213	4034	3878
John K. Tarbox.....	710	637	20	22	275	201	4423	5599
Emily G. Wetherbee.	151	85	1	1	172	178	3013	2656
Daniel Saunders.....	688	767	0	0	53	36	7529	4607
Union Street.....	374	294	22	16	50	62	6639	4551
Arlington.....	824	738	49	57	88	88	5757	5151
Park Street.....	942	881	6	38	121	118	5014	5363
Prospect Street.....	178	217	0	0	50	42	2582	2805
Storrow.....	272	235	13	7	65	107	2887	1983
Berkeley Street.....	81	74	0	1	47	34	1343	1445
Walton.....	463	391	8	42	44	26	1760	1846
Newbury Street.....	235	173	10	10	37	47	1514	1094
Harrington.....	197	127	10	0	35	33	2195	2003
Amesbury Street....	361	349	20	26	32	12	3130	3150
Hampshire Street...	146	113	4	12	80	77	2024	1646
Cross Street.....	185	138	2	6	61	67	1631	1526
Franklin.....	419	343	9	1	148	97	3041	2538
Riverside.....	230	250	6	3	40	71	1892	1094
Essex.....	463	316	5	19	145	155	2860	2079
Lowell Street.....	348	316	10	44	60	70	2919	2260
Washington.....	298	326	8	11	70	68	3143	2579
Training.....	686	574	11	29	187	204	4138	3998
Total.....	10,188	9021	333	419	3291	3352	93,981	80,880

## PROGRAM.

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Of the Fifteenth Annual Concert for the Valpey Prizes  
Awarded for the Best Original Essay and  
Declamation of the Class of 1903  
Lawrence High School.

AT CITY HALL, WEDNESDAY, MAY 29, 1903

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ACCOMPANIST, FLORENCE E. WELTON.

MUSIC—"Hunting Song" *Henry Smart.*

HIGH SCHOOL CHORUS.

ESSAY—"Natural Glories of New England."

SUSIE E. MORSE.

DECLAMATION—"Courage and Honesty in Public Life.."

FORREST E. DONIGAN,

ESSAY—"The World of Books."

INA PATTI WASHBURN.

DECLAMATION—"The American Statesman."

ALBERT E. STEVENS.

ESSAY—"A Dying Race."

GERTRUDE M. STEVENSON.

MUSIC—"From A By-gone Day."

*Folk Song.*

HIGH SCHOOL CHORUS.

DECLAMATION—"The Evils of Wealth."

JOHN O'LEARY.

ESSAY—"The Influence of Music"

RUTH LYALL.

DECLAMATION—"Our Statesmen."

WALTER A. SIDLEY.

ESSAY—"Some By-places of Nature."

FLORENCE E. WELTON.

DECLAMATION—"The Symbol of American Power."

MAX KREYSIG.

MUSIC—"The Clang of the Forge."

*Rodney.*

HIGH SCHOOL CHORUS.

*Committee of Award.* { MR. GEORGE A. MELLEN.  
MR. JOSEPH MCCARTHY.  
MR. JAMES C. CROMBIE.

## ORDER OF EXERCISES

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For the Fifty-Second Anniversary of the Lawrence  
High School, Monday, June 22, 1903.

### PROGRAM.

ACCOMPANIST, FLORENCE E. WELTON.

MARCH

COLUMBIAN ORCHESTRA

1. CHORUS, "Heaven and the Earth Display," From  
SCHOOL.                      Mendelssohn's Athalie
2. ADDRESS OF WELCOME,  
GILBERT W. HAIGH.
3. PART SONG, "The Singers," Gaul  
HIGH SCHOOL CHORUS.
4. CLASS HISTORY,  
FLORENCE E. WELTON.
5. VIOLIN SOLO, "Fau-Follet," Papini  
MAX E. KREYSIG.
6. FAREWELL ADDRESS,  
ALICE W. O'CONNOR.
7. TWO-PART SONG, "Blow, Soft Winds," Vincent  
YOUNG LADIES.
8. ADDRESS,  
REV. FREDERICK H. PAGE.
9. Awarding of Diplomas and Valpey and Hood and Perkins  
Prizes by Hon. John Breen, Vice-chairman  
of the School Committee.
10. PARTING HYMN,  
WORDS BY RUTH M. MILLIKEN.



[illegible]

Second Floor Plan, New Gilbert E. Hood Grammar School, Lawrence, Mass.



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CLASS ODE.

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Like a wondrous op'ning flower,  
    Life unfolds for us this hour;  
Life with glories manifold,  
    Life with mysteries yet untold.

As a growing blossom frail,  
    Though the storms and winds assail,  
Floods the world with fragrance sweet,  
    May we brighten lives we meet.

Like a flower whose work is done,  
    We shall wither one by one.  
Let us then make each day count  
    'Till we reach the golden mount.

When we class-mates pass beyond,  
    May the mighty Master fond  
Hail us visitors from life's field;  
    "Virtue is the safest shield."

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CLASS OF 1903.

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Alice Evangeline Barry,	Grace Elizabeth Lane,
Annie Madeline Bird,	Charles Leo Lanigan,
Helen Brigham,	Fred Thomas Lena,
Annie Wood Brown,	Robert P. M. Lewis,
I. B. George Butler,	Bertha May Lord,
Maud Evelyn Calnan,	Maud Dimmick Lundberg,
Elizabeth Clare Carden,	Ruth Lyall,
Henry Irving Carr,	Michael Francis Lynch,

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Michael Joseph Casey,	Margaret Genevieve Mahoney,
Agnes Genevieve Cassidy,	Sarah Bertha Marsden,
Alice Mary Cheney,	Frank Augustine McAnally,
Helena Gertrude Collins,	Haven Sanborn McCrillis,
Grace Mary Copp,	Maurice Francis McKenna,
Matthew Ignatius Coyne,	Elizabeth McLane,
Marion March Crawford,	Francis Patrick Meagan,
Elizabeth Kent Crosby,	Ruth May Milliken,
Lillian Beatrice Crowley,	Susie Emma Morse,
Alice Louise Currier,	Kirke Lewis Moses,
Harrison Clifford Dale,	Clara Alice Murphy,
Margaret Theresa Daly,	Daniel Joseph Murphy.
Forrest Edward Donigan,	Jeremiah Joseph Murphy,
Margaret Teresa Donovan,	Eleanor Connor O'Brien,
Timothy Joseph Donovan,	Alice Winifred O'Connor,
William T. J. Doody,	Charles Leo O'Dowd,
Francis Edward Dorgan,	John Timothy O'Leary,
Mayme Finnegan,	Jeremiah William O'Mahoney,
Helen Lincoln Fletcher,	Alfred Henry Patterson,
Herbert Lawrence Fletcher,	William Augustine Riley,
John Francis Gallagher,	Grace Helena Sampson,
Frances Gallison,	Edith Jackson Sargent,
Lewis Goldberg,	Frederick William Schaake,
Ruby Josephine Gordon,	John Henry Shackleton,
Frederick Augustine Graham,	Walter Augustine Sidley,
Mary Louise Greene,	Margaret Elizabeth Singleton,
Gilbert William Haigh,	Sarah Ellen Speed,
John Joseph Higgins, *	Albert Emery Stevens,
George William Hinchcliffe,	Frank Raymond Stevens,
Maude Ellen Holden,	Gertrude Mae Stevenson,
Susan Priscilla Holmes,	Emily Binns Topham,
Jane Elizabeth Hool,	Benjamin Franklin Towey,

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Frederick William Houston,	Clara Belle Towle,
Ralph Gorton Hudson,	Ina Patti Washburn,
Margaret Mary Hughes,	Helen Gould Webster,
Elizabeth Madeline Hurley,	Florence Effie Welton,
Louis Ambrose Kane,	Joseph Henry White,
Leonora Knapton,	Alice Lillian Wiswall,
Max Emil Kreysig,	

# GRADUATING EXERCISES.

Of the Lawrence Evening High School,  
FRIDAY, MARCH 6, 1903.

## PROGRAM.

PIANO SOLO, "Les Sylphes" *Bachmann*

FRANCIS JOSEPHINE BEAN.

ORIGINAL DECLAMATION, "Our Duty in the Philippines"

THOMAS ADDISON COLLINS.

VIOLIN SOLO, "Cavatina" *J. Roffi*

THOMAS CHUBBECK WINGATE.

ESSAY, "Milton's Dramatic Power"

FANNY MARIA WOOD.

SONG, "Here's a Health to Thee, Roberts" *Bullard*

WILLIAM MALONEY.

ESSAY, "Progress"

GRACE GERTRUDE BEAN.

VIOLIN SOLO, Kiuawiak *Wieniaswsky*

THOMAS CHUBBECK WINGATE.

ADDRESS TO GRADUATES

HON. ROBERT H. TEWKSBURY.

PRESENTATION OF DIPLOMAS

MR. MICHAEL J. SULLIVAN.

(Chairman of the Evening School Committee.)

CHORUS, "Onward"

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CLASS OF 1903.

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Edward Joseph Bastian	Frances Josephine Bean,
Grace Gertrude Bean,	William Raymond Carey,
Benjamin Wolfe Cohen,	John Richard Collins,
Thomas Addison Collins,	Julia Pauline Donovan,
Josephine Winifred Donovan,	Ida May Fox,
Fred Ford,	Edmund Matthew Finn,
Mabel Gertrude Gardiner,	Lester Hanscom,
Daisy Edith Hyde	Mary Josephine Mahoney,
Arthur Emile Marier,	Mary Agnes Merrigan,
Hugh Michael Mulvey,	Charles Henry Pressey,
Amy Ramsbotham,	Harry Adolph Vogt,
George Whitaker,	Fanny Maria Wood,

## GRADUATING EXERCISES

Of the Lawrence Grammar Schools at City Hall,

WEDNESDAY, JUNE 24, 1903.

### PROGRAM.

Music by chorus of graduates, accompanied by an orchestra  
from the High and Grammar Schools.

1. MARCH, "Des Pompiers," *M. Watson*
2. CHORUS, "Hark ! the Awak'ning Call," *Lachner*
3. ADDRESS TO GRADUATES,  
MR. HUGH J. MOLLOY,  
of the Lowell State Normal School.
4. PART SONG, "Excelsior," *Pinsuti-Wilson*
5. PRESENTATION OF DIPLOMAS.
6. VOCAL GALOP, "The Morning Ramble," *Veazie*

### NAMES OF GRADUATES.

#### OLIVER SCHOOL.

Leon O. Blanchard,	Emma G. Brennan,
Marion A. Butler,	Gertrude A. Carney,
Jeremiah J. Corr,	Joseph P. Coughlin,
William F. Crawshaw,	Edward A. Cuddy,
George R. Daley,	Ruth M. Daniels,
James W. Dorman,	Harry E. Dow,
William Dunlap,	George A. Emerson,



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William J. Ferrin,	Frances T. Finegan,
William N. Flanders,	Mabel F. Fremmer,
John J. Glennon,	Nettie Goldberg,
Ralph Haynes,	Etta C. Hood,
John J. Joubert,	Mary E. C. Keefe,
George H. Kennedy,	Etta L. Leach,
Henry A. Lundgren,	Daniel K. Maguire,
Gertrude Maguire,	Edward F. Malley,
Hannah C. B. Maloney,	John J. McKenna,
Amy E. McClure,	Elsie M. McClure,
Helen S. Merrill,	Charles W. Morgan,
Daniel L. Morrison,	Grace L. Mulhare,
Anna M. Murphy,	Julius B. Myer,
Elizabeth G. O'Brien,	James F. O'Brien,
Mary V. O'Brien,	Thomas D. O'Brien,
Alfred H. Parthum,	Agnes M. Pedlow,
Howard A. Remick,	Leslie F. Sampson,
Regina M. Shea,	Grant S. Sherman,
Annie E. Sugden,	John C. Taylor,

Lena S. Tepper.

#### PACKARD SCHOOL.

Marion B. Cheney,	Alexander Campbell,
Julia A. Cantwell,	Alfred H. Chidlow,
Norman C. Copp,	Herbert Coulson,
Ellen Croston,	Joanna M. Crowley,
Edward T. Donahue,	Caroline G. Donovan,
Joseph Finneran,	A. Kathleen Garceau,
Alice M. L. Gauthier,	Pearl B. Gray,
Walter G. Hall,	Gertrude F. Hartwell,
Peter S. Herbst,	Annie Hollinghurst,
Henry C. Keefe,	Annie N. Koschitzky,

Hugh F. Lena,  
William F. McAulliffe,  
Marguerite Murray,  
Mary G. O'Brien,  
Beth M. Phillips,  
Emily M. Sawyer,  
Annie L. Sheehy,  
Henry J. Simmers,  
Violet B. Stott,  
Francis B. Sullivan,  
Lawrence G. Timson,  
Annie M. E. Waters,  
Hubert A. Wiswall,

Patrick J. Mahoney,  
Ellen C. Murphy,  
Thomas W. Nugent,  
Mary V. O'Connor,  
Cordelia Riel,  
William E. Scanlon,  
George H. Shinnick,  
Harold F. Sjostrom,  
Edward Sullivan,  
Ethel E. Thomas,  
Blanche M. Vincent,  
Edward E. Williams,  
Ralph A. Woodcock.

#### JOHN R. ROLLINS SCHOOL.

William A. Bergner,  
M. Irene Biery,  
Zilla M. Bowie,  
Flora B. Bryant,  
Helen B. Cooper,  
Francis X. Crawford,  
A. Clara Dietz,  
Lou L. Freeman,  
A. Ethel Hinton,  
Mary G. Kane,  
Margaret E. Koerner,  
Pauline A. Meyer,  
Robert B. Morris,  
Alma B. E. Muller,  
Helen L. Ramsden,  
Gertrude I. Reiher,  
John B. Steindl,

Charles F. Berthel,  
Walter Biery,  
Albert C. Brainerd,  
Ethel M. Colby,  
Lawrence Cranshaw,  
Emma Dick,  
Martena Eastman,  
Thomas F. Greene,  
Charles W. Howarth,  
Blanch S. Kent,  
Walter A. Meinelt,  
Alfred R. Miller,  
Anna T. Morrissey,  
Ida R. Pflug,  
Maud Ramsden,  
James H. Rowley,  
Helen E. Steinert,

William W. Stewart,  
Clifton H. Sugatt,  
Raymond A. Varney,  
Horace D. Wood,

Rosa K. M. Strobel,  
Horace M. Toyne,  
Walter C. Wilson,  
Laurel E. Wyman,

## A. B. BRUCE SCHOOL.

Florence G. Abercrombie,  
Martha A. Astle,  
Thomas A. Badger,  
Emile A. Bernard,  
Ella Buckley,  
Maud Cahill,  
Mabelle F. Coash,  
Marston H. Cooper,  
Susan Crabtree,  
Margaret M. Cunio,  
Adeline Derbyshire,  
Carrie M. Dunn,  
Annie E. Edwards,  
Susan A. Graves,  
Ethel E. Gallagher,  
Isabell P. Hinchcliffe,  
Evelyn P. Hutchings,  
Harriet A. Lord,  
Genevieve L. McEvoy,  
Marion S. Murray,  
Jemima Prescott,  
Annie M. Ranklin,  
Charles L. Reardon,  
James C. Robinson,  
Ruth C. Wildes,  
D. Lilian Whatmough.

Alfred P. Artis,  
Lilian P. Badger,  
Olive G. Beecroft,  
Ralph W. Bevington,  
John J. Caffrey,  
Cordelia R. Cardinal,  
Jacob Cohen,  
Arthur F. Cosgrove,  
Ida B. Craig,  
Arthur G. Demers,  
Charles Duggan,  
Herbert Edge,  
Alvin McD. Ford,  
Ethel E. Graves,  
Florence W. Heald,  
Annie S. Holmes,  
Malvina M. Lefevre,  
Margaret S. Logan,  
Henrietta G. McGeoch,  
George D. Morrison,  
Lillia A. Randlett,  
Ida Rawnsley,  
Gertrude C. Reynolds,  
Lotta M. Sawyer,  
Thomas R. E. Wilkinson,  
Edgar R. Ford.

## EMILY G. WETHERBEE SCHOOL.

Walter A. Barry,	Abigail G. Bateman,
Katherine C. Bateman,	Herbert A. Brimmer,
Joseph H. Brown,	Bernard B. Buckley,
John J. Bulger,	Michael A. Burke,
John J. Callahan,	Katherine F. Callahan,
Odilon J. Carbonneau,	James T. Carroll,
Theresa V. Cassidy,	Helen I. Chellis,
Agnes Davey,	Peter B. Davey,
William F. Devine,	Mary E. Devoy,
Henry McC. Donovan,	Sarah Donovan,
Joseph V. Flanagan,	Mary V. Flathers,
Mary I. Gainey,	Alfred Galeucia,
John L. Ganley,	Marcella L. Hanscom,
Julia G. Hart,	Mary M. Hart,
Henry P. Haverty,	Daisy B. Hicks,
Guy W. Holman,	Francis S. Holmes,
Ola H. Johnson,	David F. Keefe,
Francis E. Kiernan,	Edward P. Lynch,
Joseph P. Lynch,	Sarah V. Manning,
Marie A. McGilvray,	Louis A. McGovern,
Bertha M. Merriam,	Hiram G. Messiah,
Arthur LeR. Morrill,	Charles A. Murphy,
Francis A. Murphy,	Gladys C. Parker,
Alice V. Phillips,	Alma I. Rutter,
Clarence B. Spence,	James R. Tomlinson,
Herman P. Zeiner.	

## JOHN K. TARBOX SCHOOL.

Caroline F. Allman,	Beatrice Alston,
Edith E. Bagshaw,	William J. Banville,
John J. Barry,	Margaret Blessington,

Anna Boches,  
Julian K. Bryant,  
Humphrey Burton,  
Arthur W. Carney,  
Daniel F. Collins,  
Helen L. Crosby,  
Mary E. Davidson,  
Alice Eastham,  
Mary J. Flynn,  
Grace G. C. Humphrey,  
Grace M. Kennedy,  
Margaret G. Lavery,  
Augustine J. Lawlor,  
Edward M. Lynch,  
Bernadette A. Michou,  
Katherine G. Mulcahey,  
Helen M. Peckover,  
Jennie M. Sibulkin,  
Louise Sweeney,  
William C. Wolf.

William F. Brandy,  
Hugo A. Burkhardt,  
Henry Capelovitch,  
Katherine T. Collins,  
Ida S. Cotter,  
Ethel D. R. Curtin,  
John J. Deacy,  
Mary G. Flood,  
Annie Gaunt,  
Thomas J. Kelleher,  
Michael A. Landers,  
James I. Lawlor,  
Annie H. Lever,  
Joseph A. McCarthy,  
Elizabeth A. Moss,  
Henry F. O'Brien,  
Arthur E. Scott,  
Ida M. Sladdin,  
James R. Thompson,  
Jacob K. Boches,

## THE WARD TWO SCHOOL BUILDING.

### ARCHITECT'S DESCRIPTION.

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The Ward Two School, the construction of which will be begun as soon as the weather will permit, will be a three-story structure, substantial in construction and attractive in appearance. It will be provided with all the modern improvements, and when completed will be the largest Grammar School in Lawrence. It is admirably located on the northerly side of Park street, bounded on the East by Bruce Street and on the West by Saunders Street. The lot has a slope of thirteen feet from the north-east corner to the south west corner, which makes the work of building more difficult.

The exterior walls will be faced with selected water-struck brick, and all the trimmings will be of granite.

The building is a parallelogram in plan, with a frontage of 166 feet on Park Street and a depth of 92 feet on Bruce and Saunders Street. There will be an entrance from each of the above-named streets, the principal one being from Park Street, and those from Bruce and Saunders Streets will lead directly into the



main corridor. There will also be two rear entrances, connecting with basement and first floor. The corridors are 12 feet wide, running parallel with Park street the entire length of the building. They will thoroughly be lighted from the stairways and by direct light, and will be neatly finished with plaster pilasters and beams. The entrances from Bruce and Saunders Streets lead directly to the stairways. The stairways will be of iron construction throughout, six feet wide, with spacious landings and made easy of ascent.

The building will be divided as follows:—

16 Class Rooms, each 26 ft. 4 x 32 ft. 4.

A Library 14 ft. 0 x 27 ft. 3.

1 Recitation Room 14 ft. 0 x 18 ft. 9.

An Assembly Hall on the third floor, which will be thoroughly lighted and have a seating capacity of 650. The ceiling will be divided into panels, with cornice around the entire room, which, together with the quiet tints and color scheme will form a simple yet effective treatment.

In addition to the above there will be a Principal's Office on the first floor, and Teachers' rooms and storage rooms on each floor. The second floor will have two toilet rooms, with asphalt floors, enamelled iron lavatories and nickel-plated metal work. Also slop-sink and closet for the janitor's use. The Coat-rooms will be well lighted and ventilated and furnished with coat-and-hat rack and umbrella stands. Each floor

will be provided with drinking-fountains near each stairway.

The basement is specially arranged for recreation rooms and toilet rooms. The boiler and coal-storage rooms are arranged so as to be independent of any other rooms, having separate entrance to boiler-room in the rear of the building. The coal-storage will be under ground outside of building.

The School will be heated by hot air, forced through the building by means of fans driven by electric motors. Each room will have a separate brick duct for heating and ventilating, which will be arranged so that warm or cold air can be admitted as desired. The heating will be supplemented by direct steam heat in each room.

All doors will be made of cypress, and those entering class rooms from the corridors will have a large panel of plate glass. All other interior finish throughout the building will be of North Carolina pine finished to show the natural grain.

In the Office of the Principal there will be a self-winding program clock, electrically connected with a clock in each class room to announce the time and change in school program. There will also be a telephone in each room and a central telephone in the Principal's office.

The building will be piped for gas and wired for electric lighting, with combination fixtures. Iron tub-

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ing will be used through which the electric wiring will be drawn as a preventative against fire. Both equipments will be arranged so they can be operated from the central switch board in the basement.

JOHN ASHTON,  
*Architect.*

# TEACHERS

IN SERVICE DECEMBER 31, 1903.

(The numerical letters designate the year or grade.)

## HIGH SCHOOL.

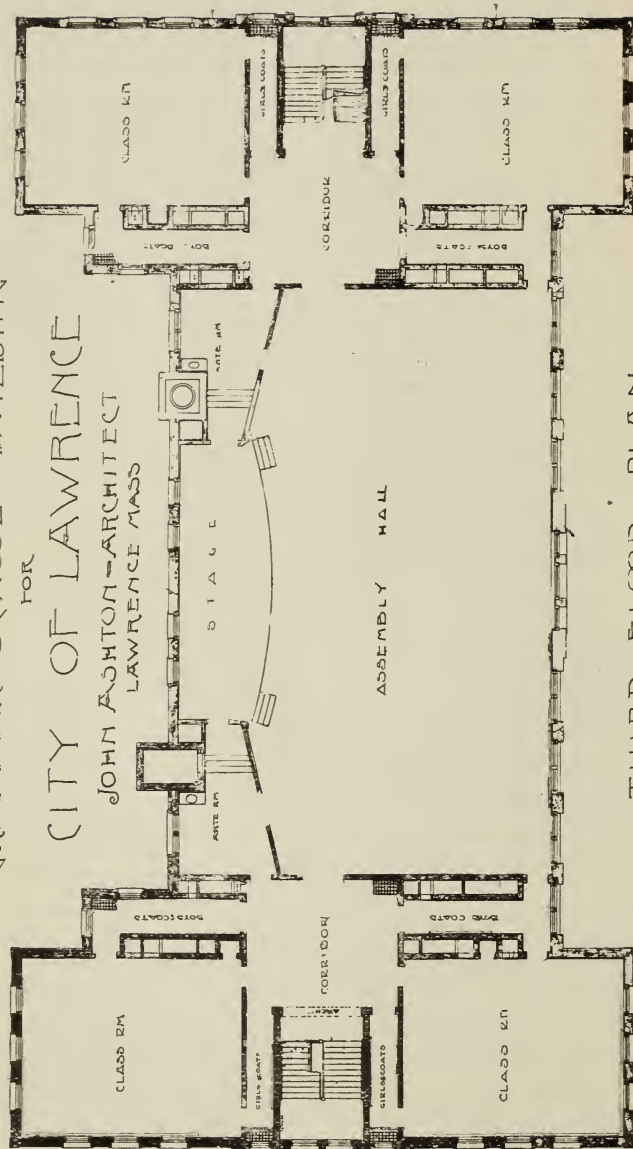
Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 58 Saunders St.,	'94	\$2,800
Edward S. Riley, Sub-Master, 185 Bailey St.,	'92	1,600
<i>Chemistry, Physics and Advanced Mathematics.</i>		
Ada Lear, 82 Bradford St.,	'73	1,000
<i>Latin, Greek.</i>		
A. L. Fulkerson, 12 Summit Ave.,	'95	1,300
<i>Manual Training.</i>		
Elizabeth O'Leary, 21 East Haverhill St.,	'96	1,000
<i>German.</i>		
Ella M. Robinson, 45 Avon St.,	'96	900
<i>French.</i>		
Alice B. Macdonald, 27 Holton St	'96	900
<i>English.</i>		
Ernest C. Jewell, 463 Lowell St.,	'97	1,200
<i>Algebra, Geometry.</i>		
S. Ella Penniman, 488 Broadway,	'97	800
<i>Greek, Latin and History.</i>		



# GRAMMAR SCHOOL BUILDING FOR

CITY OF LAWRENCE  
JOHN ASHTON-ARCHITECT  
LAWRENCE MASS



## THIRD FLOOR PLAN

Third Floor Plan, New Gilbert E. Hood Grammar School, Lawrence, Mass.



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Martha D. Tracy, 139 Franklin St.,	'97	800
<i>Physical Geography and History.</i>		
Gertrude M. Hall, 28 Milton St.,	'97	800
<i>English.</i>		
Susan T. O'Connor, 19 Logan St.,	'99	750
<i>English.</i>		
Marguerite Sullivan, 43 Holly St.,	'00	700
<i>French.</i>		
Laurence J. O'Leary, 108 Trenton St.,	'01	900
<i>History.</i>		
Bertha A. Merrill, 39 Abbott St.,	'01	700
<i>English and Algebra.</i>		
Katherine R. Regan, 21 Merrimack St.,	'01	700
<i>Mathematics.</i>		
Sarah L. Peckover, 10 Lea St.,	'03	700
<i>Book Keeping, Latin and Algebra.</i>		
Carleton E. Preston, 1000 Essex St.,	'03	1000
<i>Biology, Zoology, Physiology, Botany and Astronomy.</i>		
Julia M. Heffernan, 466 Haverhill St.,	'01	500
<i>Stenography and Typewriting.</i>		
Dennis E. Callahan, 69 Exeter St.,	'02	800
<i>Latin.</i>		
Edward F. Cregg, 163 Bailey St.,	'02	800
<i>History.</i>		
John J. Mahoney, 352 Oak St.,	'03	700
<i>English.</i>		
August Sonntag, 129 Newbury St.,	'03	900
<i>Latin and German,</i>		

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 OLIVER SCHOOL.

(Haverhill Street opposite Lawrence Common.)

*Includes elementary grades above the fifth, between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

Bernard M. Sheridan, Master, 171 East Haverhill Street,	'95	\$2,000
Harriett A. McKone, VIII, North Andover,	'87	600
Katherine M. Kenney, VIII, 101 Oak St.,	'81	600
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	600
Flora I. Doble, VII, 35 Berkeley St.,	'93	600
Ellen J. Sullivan, VII, 43 Holly St.,	'82	600
Mary A. Sullivan, VII, 357 Oak St.,	'02	500
Ella F. Arthur, VI, 30 Morton St.,	'98	550
Marie W. Collins, VI, 1 Bradford St.,	'94	550
Emily V. Brooks, VI, 85 East Haverhill St.,	'95	550
May I. Lawlor, VI, 100 Bennington St.	'01	450

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## ALEXANDER B. BRUCE SCHOOL.

Ames Street, (between Olive and Byron Avenues.)

*Includes all elementary grades above the fifth year, west of M. & L. R. R., and first and second year grades west of Milton Street.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$1,800
Sarah A. Barlow, VIII, 48 Washington St.,	'87	600
Camelia A. Howe, VIII, Methuen,	'96	600
Mabel F. Noyes, VII, Methuen,	'90	600
Theresa W. Slattery, VII, 448 Lowell St.,	'91	600
Ida L. Freeman, VI, 503 Haverhill St.,	'93	600
Minnie A. Brown, VI, 490 Haverhill St.,	'95	550
Mary F. Foster, VI, 304 Lowell St.,	'94	550

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Emma Stewart, V, 55, Bodwell St.,	'95	500
Manora A. Bradford, V, 20 Concord St.,	'96	500
Edna A. Skinner, V, Methuen,	'97.	500
Elisabeth Entwistle, V, 3 Caulkins' Ct.,	'97	500
Lydia H. Mahoney, I, 168 Margin St.,	'00	450

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## PACKARD SCHOOL.

Parker Street, (between Abbott and Bailey Streets.)

*Includes all elementary grades above the second, east of B. & M. R.  
R., in South Lawrence.*

Charles M. Lamprey, Master, 119 Bailey St.,	'94	\$2,000
Margaret G. Scanlon, VIII, 347 Salem St.,	'84	600
Ellen L. Toye, VIII, 240 Andover St.,	'82	600
Nellie S. Winchester, VII, 31 East Haverhill St.,	'94	600
Jennie A. McManus, VII, 291 South Broadway,	'94	600
Jessie E. Simpson, VII, 124 Bailey St.,	'95	600
Catherine G. O'Leary, VI, 242 Salem St.,	'95	550
Mary J. Shinnick, VI, 44 Osgood St.,	'97	550
Helen F. Spring, V, 332 Broadway,	'99	500
Anna H. Desmond, IV, 15 Springfield St.,	'94	500
Mary E. Harrington, V, 110 Newton St.,	'02	450
Anna A. Toye, IV, 240 Andover St.,	'93	500
M. Elizabeth Church, IV, 42 Salem St.,	'03	450
Gertrude L. O'Connell, assistant, 59 Osgood St.,	'03	450
Mary E. Flanagan, 26 Kingston St.,	'03	450

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## PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street )

Ellen T. Cooney, IV, 78 Springfield St.,	'01	\$450
Hellen F. Gainey, III, 1 Kingston St.,	'00	500
Helen F. Hughes, III, 222 South Union St.,	'00	500
M. Eva Russell, III, 333 Broadway,	'99	500

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### JOHN R. ROLLINS SCHOOL.

Howard Street, (corner of Platt.)

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 19 Sheridan St.,	'96	\$1,600
Maria Smith, VIII, 11 Berkeley St.,	'91	600
Mary Eastham, VII, 33 Woodland St.,	'88	600
Mabel L. Cate, VII, 334 High St.,	'85	600
Mary A. Mahoney, VII, North Andover,	'93	600
Emma J. Baker, VI, Methuen,	'89	550
Catherine L. Fitzpatrick, VI, 283 High St.,	'94	550
Ellen C. Greene, VI, 5 Haverhill St.,	'95	550
Isabel F. Robbins, V, 82 East Haverhill St.,	'96	500
Alice E. Gill, IV, 33 Jackson St.,	'97	500
Lena A. Nolan, V, Andover,	'98	500
Margaret S. Brown, V, 265 Jackson St.,	'99	500
Ella M. Eastham, V, 335 Prospect St.,	'01	500
Grace L. Conlin, V, 33 Belmont St.,	'01	500
Eleanor C. O'Connor, assistant, 19 Logan St.,	'03	450
M. Elizabeth Carroll, assistant, 297 High St ,	'03	400

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### JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut.)

*Includes all elementary grades above the third, west of Bruce St., north of Spicket River.*

A. E. Baker, Master, 7 Lowell St.,	'03	\$1,700
Helen Golden, VIII, 203 Haverhill St.,	'93	600
Nora A. McNulty, VII, 129 Lexington St.,	'94	600
Katherine A. Hynes, VII, Methuen,	'98	600
Mary A. Kennedy, VI, 181 Park St.,	'00	550
Theresa A. Lane, VII, 91 Benningtan St.,	'93	550

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Margaret M. O'Neil, VI, 147 Franklin St.,	'95	550
Teresa M. Twomey, VI, 180 Park St.,	'99	550
Mary L. Cotter, VI, 58 Exchang St.,	'97	500
Margaret A. Brouder, V, 139 Arlington St.,	'98	500
Nellie M. Reardon, V, 44 Manchester St.,	'99	500
Catherine F. Flanagan, IV, 32 Bradford St.,	'98	500
Mary F. Deacy, V, 133 Lexington St.	'00	500
Laura A. D. Lord, Assistant, 13 Cross St.,	'02	450
Bertha Bertolle, Assistant, 386 Essex St.,	'02	450

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### EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of the  
B. & M. R. R., in South Lawrence.*

John F. Higgins, Master, 182 Hampshire St.,	'01	\$1,500
Mary F. Collins, VIII, 55 South Broadway,	'93	600
H. Frances McDonnell, VIII, North Andover,	'96	600
Grace M. Nesbitt, VII, 250 Jackson St.,	'99	600
Marletta Shanahan, VII, 279 Salem St.,	'88	600
Ida B. Hagar, VI, 40 Cambridge St.,	'99	550
Nora R. O'Neil, V, 11 Phillips St.,	'97	500
Ellen T. Holland, V, 15 Brookfield St.,	'01	450
Lauretta M. McCabe, VI, 17 Margin St.,	'99	550
Katherine M. Nolan, IV, Andover,	'98	500
Mary F. Hines, IV, 110 Blanchard St.,	'02	450
Elizabeth F. Donovan, Assisiant, 3 Temple St.,	'03	450

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### DANIEL SAUNDERS SCHOOL

South Broadway (near Andover Street.)

*Includes first three grades west of the B. & M. R. R., in South  
Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Carrie J. Pingree, III, 250 Andover St.,	'81	500

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Annie V Healey, III, 342 South Broadway	'91	500
M. Elizabeth Dowd, III, 152 Salem St.,	'92	500
Mollie B. Marsh, II, 334 Andover St.,	'95	500
Mary H. Callahan, II, 69 Exeter St.,	'96	500
Georgie M. Follansbee, II, 38 Cambridge St.,	'99	500
Jennie M. Quealey, I, 383 Haverhill St.,	'99	500

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### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway.)

Margaret G. O'Brien, I, 23 Cross St.,	'98	\$500
Josephine A. Kelley, I, 89 Newton St.,	'93	500
Nellie S. Stackpole, I, 66 Abott St.,	'95	500
Alice McKenney, I, 135 Boxford St.,	'00	500

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### UNION STREET SCHOOL.

Andover Street (cor. South Union Street.)

*Includes first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	500
Maud Vatter, II, 22 Albion St.,	'91	500
Emma V. Hurst, I, 203 Haverhill St.,	'98	500
Margie C. Connor, I, 144 Bailey St.,	'99	500
Genevieve A. McConnor, I, 23 Foster St.,	'02	450
Ella M. Churchill, I, 11 Cedar St.,	'99	500
Edith L. Whittemore, Assistant, 5 Springfield St.,	'02	450
Grace V. Desmond, Assistant, 15 Springfield St.,	'02	450
Edna L. Stratton, Assistant, 69 Garfield St.,	'02	450



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 ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Bennington Street.*

Bridget A. Halley, Principal, 46 Avon St.,	'86	\$650
Letitia Wilcox, IV, North Andover,	'96	500
Lola F. Clifford, III, 115 Sprnce St.,	'97	500
Helen M. Bean, III, 54 Holly St.,	'62	500
Elizabeth F. Conway, III, 114 Saratoga St.,	'88	500
Grace F. Conway, II, 1 Tremont St.,	'89	500
*Louise A. McGowan, II, 14 Berkeley St.,	'01	450
Marie E. Sandiford, II, 22 Blakelin St.,	'97	500
Katherine W. Murray, I, 16 Highland St.,	'98	500
Mary M. Butler, I, 93 Bradford St.,	'99	500
Ellen C. Dunn, IV, 87 Cross St.,	'94	500
Mary E. Sullivan, IV, 155 Saratoga St.,	'99	500
Jessie R. Brown, Assistant, 490 Haverhill St.,	'01	450
Grace W. Wadsworth, Assistant, 65 Tremont St.,	'03	500

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## PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets.)

*Includes first four grades between Jackson and Bennington Streets, north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, IV, 117 Oak St.,	'83	500
Mary E. Corkhill, III, 234 Park St.,	'01	450
Eleanor F. Sullivan, 106 Oak St.,	'00	500
Florence L. Abbott, II, 50 Thorndike St.,	'95	500

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\*Leave of Absence.

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Agnes A. Ashe, II, Methuen,	'98	500
Helen S. Chubb, I, 109 Berkeley St..	'91	500
Margaret M. Griffin, I, 207 Chestnut St.,	'02	450
Margaret G. Kennedy, Assistant, 49 Willow,	'97	500

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### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street.)

*Includes first three grades east of Jackson Street and north of Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill St.,	'74	\$500
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	500
Martha J. Sargent, I, 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, 118 East Haverhill St.,	'85	500
*Rachel H. Stannard, Assistant, 118 East Haverhill St.,	'00	400
M. Evelyn Josselyn, Assistant, 1 Methuen St.,	'01	450
Elizabeth Lawlor, Assistant, 100 Bennington St.,	'03	450
Alice T. Keefe, Assistant, North Andover,	'00	500
Nora G. Cullinane, Assistant, 74 Lawrence St.,	'03	400

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### BERKELEY STREET SCHOOL.

Berkeley Street (corner Berkeley Court.)

Mabel M. Mullen, Principal, IV, 258 Jackson St.,	'00	\$500
Ethel C. Ramsey, II, 263 Jackson St.,	'98	500
Kathleen C. Doheny, III, 265 Haverhill St.,	'98	500
Maria T. Cogger, IV, 265 Haverhill St.,	'99	500

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\*Leave of absence.

## STORROW SCHOOL.

Storrow Street (near Storrow Park.)

*Includes first four grades south of Platt Street and east of Spicket River.*

Hattie B. Collins, Principal, IV, 110 East Haverhill St.,	'78	\$550
Alice Eastman, III, 33 Woodland St.,	'95	500
Alice L. Trott, II, 34 Marston St.,	'91	500
*May B. Mowatt, I, 57 High St.,	'95	500
Margaret W. Mowatt, II, 57 High St.,	'97	500
Josephine M. Lundberg, I, 293 Broadway,	'02	450
Mary E. Geraghty, III and II, 25 Allen St.,	'02	450
Annie M. Fisher, Assistant, 115 Newbury St.,	'03	400

## WALTON SCHOOL.

Methuen Street (corner Newbury Street.)

*Includes first three grades between Spicket River and Jackson St., south of Summer Street.*

Elizabeth T. DeCourcy, Principal, III, 203 Haverhill St ,	'90	\$550
Nellie L. Stoddard, II, 86 Jackson St.,	'77	500
Grace E. Eastman, I, 37 Summer St.,	'98	500
Bessie G. Gainey, I, 1 Kingston St.,	'01	450
Hannah T. Curtin, assistant, 6 Daisy St.,	'03	400
Anastatia G. O'Brien, assistant, 53 Bennington St.,	'03	400

## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket River.*

Nellie E. Smart, V, Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 63 Newbury St.,	'83	500
E. Mabel Andrews, IV, 30 Summer St.,	'95	500
Enah T. Orff, IV, 154 Newbury St.,	'03	450

\*Leave of Absence.

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HARRINGTON SCHOOL.

Newbury Street, (corner Elm Street.)

*Includes first three grades between Jackson Street and Spicket River, north of Summer Street.*

Leslie Dana, Principal, III, 7 East Haverhill St.,	'76	\$550
Florence D. Hall, II, 100 Saunders St.,	'84	500
Margaret E. Loftus, I, 153 Newbury St.,	'93	500
Ada L. Riordan, I, 41 Mechanic St.,	'96	500
Anna F. Churchill, Assistant, 197 Oak St.,	'02	450
Josephine M. McQuade, Assistant, 142 Saratoga St.,	'03	400

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AMESBURY STREET SCHOOL.

Amesbury Street, (corner of Lowell Street.)

*Includes first two grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

Ellen M. Dooley, Principal, II, 144 Jackson St.,	'91	\$550
Mary E. Leary, II, 303 Irving Ave.,	'88	500
Genevieve M. Tierney, I, 21 Tremont St.,	'95	500
Mary G. Brogan, I, 177 Jackson St.,	'97	500
Grace I. O'Neil, Assistant, 40 Oak St.,	'03	400

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HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.,	'81	\$600
Josephine L. Chase, IV, 438 Haverhill St.,	'82	500
Anna C. Lane, III and IV, 91 Bennington St.,	'95	500
Helen G. Kennedy, III, 91 Newbury St.,	'96	500

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the  
M. & L. R. R., south of Spicket River.*

Pamelia J. Ladd, Principal, V, 72 Bradford St.,	'67	\$600
Grace A. O'Connor, V, 40 Fairmont St.,	'96	500
Mattie M. Hatch, IV, 27 Cross St.,	'92	500
Mary A. Mahony, IV, 65 Bradford St.,	'96	500

## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire  
Street, south of Cedar Street and Florence Place.*

Caroline G. Donovan, Principal, III, 56 Bradford St.,	'95	\$550
Edith M. Messer, II, 449 Broadway,	'87	500
Margaret L. Shanahan, I, 7 Lowell St.,	'96	500
Mary A. V. Farley, I, 98 Bradford St.,	'96	500
Caroline S. Brady, Assistant, Methuen,	'98	500
K. Agnes Donovan, Assistant, 94 Bradford St.,	'02	450

## ESSEX SCHOOL.

Head of Essex Street.

*Includes third and fourth grades west of M. & L. R. R., south of  
Railroad and May Streets, and north of Water Street.*

Annie F. McDermott, Principal, 460 Lowell St.,	'81	\$650
Ellen C. Tobin, IV, 480 Haverhill St.,	'98	500
Annie M. Kennedy, IV, 40 Reservoir St.,	'00	500
Elizabeth Stafford, IV, 78 Butler St.,	'96	500
L. Florence Kennedy, IV, 759 Essex St.,	'01	450
Florence E. Griffin, III, 56 Bradford St.,	'78	500
Daisy E. Stevens, III, 98 Auburn St.,	'02	450
Laura K. Prescott, III, 608 Haverhill St.,	'02	500
Lillian Holtham, III, 67 Bodwell St.,	'03	450

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### RIVERSIDE SCHOOL.

School Street (corner Doyle Street.)

*Includes first two grades west of M. & L. R. R., and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.,	'85	\$550
Grace E. Kingston, II, 58 Bellevue St.,	'94	500
Mary T. Cassidy, I, 600 Haverhill St.,	'98	500
Ellen I. McCartin, Assistant, 50 Warren St.,	'01	450
Elsie R. Houston, Assistant, 216 Broadway,	'01	450
Margaret M. Crowley, Assistant, 610 Lowell St.,	'03	450

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### LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street.)

*Includes first grades west of M. & L. R. R., north of Essex Street south of Haverhill Street, and East of Milton Street.*

Mary A. Dame, Principal, II, 614 Haverhill St.,	'73	\$550
Anne S. Lane, II, 79 Butler St.,	'80	500
Cora A. Miles, I, 33 Railroad St.,	'02	450
Anna J. Murray, I, 36 Warren St.,	'96	500
I. Mae Magoon, Assistant, 26 Butler St.,	'03	450
Maude Gorman, Assistant, 6 Royal St.,	'03	400

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### WASHINGTON SCHOOL.

Manchester Street (corner Washington Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of M. & L. R. R., north of Haverhill Street and east of Forest Street and the Cemetery.*

Elizabeth F. Devlin, Principal, 15 Cross St.,	'86	600
Elizabeth S. McGregor, III, 13 Lake St.,	'99	500
Lizzie M. Crabtree, II, 83 Warren St.,	'92	500



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Sara A. White, II, 48 Holly St.,	'97	500
Alice V. Fitzgerald, I, 353 Broadway,	'00	500
Mabel J. Cheney, I, North Andover,	'94	500

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## TRAINING SCHOOL.

Oak Street (rear Oliver School.)

*Includes first six grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.*

Leila M. Lamprey, Principal, 277 Haverhill St., '83 \$1,100

## ASSISTANTS.

Ella F. Eastman, 37 Summer St.,	'80	\$750
Annie L. O'Connor, 10 Whitman St.,	'93	700
Emma J. Greenwood, 184 Jackson St.,	'96	600

## SUB-TEACHERS.

Oliver 16	{	Helen M. Sawyer, V, 51 Railroad St.
		Elsie Eastham, 13 Whitman St.
Oliver 15	{	Bertha L. Morse, IV, 194 Broadway.
		Mary A. Herlihy, 78 Chestnut St.
Oliver 14	{	Julia N. Collins, IV, III, 263 So. Broadway.
		Josephine E. Lawlor, 100 Bennington St.

Training.

Room 1.	{	Carolyn I. Lynch, III, 113 Prospect St.
		Frances M. Brainerd, 57 Kendall St.
		Bertha E. Holtham, 67 Bodwell St.
Room 2.	{	Katherine G. O'Brion, II, I, 10 Jackson Terrace.
		Jennie M. Kerr, 10 Forest St.
Room 3.	—	Mary G. Doyle, 11, 82 Avon St.
Room 4.	{	Mary J. Conway, I, 264 Chestnut St.
		Ada B. Locke, 206 Boxford St.
Room 5.	—	Emma M. Ramsey, I, 288 Broadway.

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Room 6.	} Gertrude E. Fox, 1, 18 Broadway. Ella M. Hayes, 42 Melrose St.

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### DIRECTORS OF MUSIC.

William W. Keays, Melrose, Mass.,	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.,	'99	800

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### DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.,	'91	\$1,500
Annie T. McCarthy, 265 Haverhill St.,	'02	700

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### SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Av.,	'99	\$1,000
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### TEACHER OF ELOCUTION.

#### High School.

Bertha M. Robinson, 7 Camp Seco St.,	'01	\$600
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### TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$500
Gertrude M. Joyce, 34 Berkeley St.,	'86	500
Eleanor E. Quealy, 387 Haverhill St.,	'01	500

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### EVENING SCHOOL TEACHERS.

#### HIGH SCHOOL.

Augustine X. Dooley, Principal.

Edward S. Riley,	Jeremiah Herlihy,
Walter O. Jewell,	John P. Whelan,
Edward P. Morton,	Anna E. Field,
Mary A. Bailey,	Michael A. Sullivan,
Daniel A. Arundel,	Cornelius J. Mahoney,
Daniel J. Murphy,	T. Walter Rochfort,
Noelia Dubrule,	Harriet C. Lord,

Mary O'Sullivan,  
Anastatia G. O'Brien,

Louise O'Connell,  
Josephine M. McQuade.

*Drawing.*

A. W. Scribner,

Albert S. Huntress,  
Fred W. Colman.

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OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Edward J. Wade, Jr., Assistant Principal.

Wesley B. Lindner,  
Z. A. Berthiaume,  
Fred H. Matthes,  
George McLane,  
Thomas F. Delaney,  
William J. Delaney,  
Frank A. Cregg,  
Daniel A. Norton,  
William J. Quigley,  
Fred G. Buchold,  
Joseph LaFrance,  
Emile C. Cyr,  
Helen R. O'Brien,  
Frances O'Herlihy,  
Hugh McConnor,  
Arthur A. Auger,  
D. W. Hoff,  
Grace Sampson,  
Louise S. Halley,  
Alicia T. Quealey,  
Helen Gallagher,  
Nettie M. Murray,  
Ellen M. Murphy,  
Mary L. Scanlon,

Mary McSweeney,  
Grace M. Hanrahan,  
Nonie M. Ahern,  
Mary A. Linehan,  
Lizzie J. Carroll,  
Valeda E. Marrier,  
Katie McKenna,  
Eva Morache,  
Ellen M. Quigley,  
Mary E. Daley,  
May Kittredge,  
Annie Mulholland,  
Luke Devaney,  
Louis A. Kane,  
Charles A. McCarthy,  
Frank N. Andrews,  
James Dowd.  
Myra H. Church,  
Katherine A. Twomey,  
Annie V. Dunn,  
Agnes E. English,  
Mary G. McCabe,  
Stella A. Maffet,  
Mary J. Nichols.

## ESSEX SCHOOL.

Frederick C. Wainwright, Principal.

Edward McAnally,                      Hormidas Girard,

Margaret Brennan,                      Minnie Kingston,

F. X. Belle Isle.

## PACKARD SCHOOL.

Josepe Donovan, Principal.

T. H. Vincent,                      W. J. Graham.

Mary Hannon,                      James W. Sewell,

William J. Lena.

## TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

MICHAEL F. SULLIVAN, 357 Oak Street.

Office at Old High School Building. Hours: 7.45 to 8.30 A. M., and 11.15 A. M. to 12 M., and 4 to 5 P. M. Visit out stations each day: John R. Rollins School for Prospect Hill Schools; at Packard and Emily G. Wetherbee for South Side Schools; at Bruce School for schools west of railroad; at Cross Street for schools east of railroad and west of Amesbury and White Streets. All other schools report at office.

## JANITORS.

*Harrington School,	}	John W. Carroll, 211 Oak St.
Walton School,		
Newbury Street School,		
Prospect Street	}	John Dolan, 121 Elm St.
*Harrington School,		
Oak Street School,		
Hampshire Street School,	}	Michael P. Higgins, 16 Berkeley St
Park Street School,		
Essex School,		
	}	R. G. Newton, 9 Merrimack View.

Lowell Street School,	}	William Butler, 32 Warren St,
Riverside School,		
Packard School,	}	John Scannell, 7 Chester St.
Packard School Annex,		
Union Street School,	}	Thos. J. McLaughlin, 52 Cambridge St.
High School,	}	Andrew J. Dunn, 21 Buswell St.
		Patrick Fitzpatrick, 291 Elm St.
		Michael McCarthy, 55 Osgood St.
Oliver School,	}	Patrick Murley, 283 Elm St.
		Michael Clark, 79 Concord St.
Washington School,	}	John Hayes, 236 Lawrence St.
Arlington School,		
John R. Rollins,	}	Waldo H. Lesure, 5 Home St.
John K. Tarbox,	}	John Haggerty, 196 Park St.
Manual Training School,	}	Michael McCarthy, 55 Osgood St.
Emily G. Wetherbee	}	Daniel Donovan, 222 Salem St.
School,		
Daniel Saunders School,	}	M. F. Donovan, 446 Andover St.
Daniel Saunders School,		
Annex,	}	
Cross Street School,	}	R. W. Patterson, 59 Concord St.
Franklin Street School,		
Amesbury Street School,	}	
Berkeley Street School,	}	William Fisher, 304 High St.
Arlington Annex,	}	Arthur C. Hey, 593 1-2 Broadway.
Alexander B. Bruce School,	}	William S. Ford, 304 Ames St.
Storrow School,	}	Patrick Moran 12 Logan St.

\*Work of Janitors divided.

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## CALENDAR.

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The first term of the present school year began Tuesday, September 8, and continued fifteen weeks, ending Friday, December 18.

The second term began Monday, December 28, and will continue nine weeks, ending Friday, February 26, 1904.

The third term begins Monday, March 7, and continues eight weeks, ending Friday, April 29.

The fourth term will begin Monday, May 9, and continue eight weeks, ending Thursday, June 30.

The first term of the next school year will begin Tuesday, September 6, 1904, and continue sixteen weeks, ending Friday, December 23.

### HOLIDAYS

New Year's Day, Washington's Birthday, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs April 1, and the period in Summer from June 30 to September 6.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M., or at 6.30 P. M., indicate that the sessions of the schools immediately following the signal will be omitted.



# SCHOOL COMMITTEE.

## FOR 1904.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. CORNELIUS F. LYNCH, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

J. E. BURKE, Tel. 100,

*Secretary*

### MEMBERS.

		Term Exp.
Ward 1.	OTTO MULLER, Tel. 539-3 108 East Haverhill Street.	1905.
	HUGO E. DICK, Tel. 622-2, 129 Newbury Street.	1905
Ward 2.	CLINTON O. ANDREWS, Tel. 201-3, 10 Albion Street.	1905
	WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
Ward 3.	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1904
	JAMES J. SULLIVAN, Tel. 209-3, 357 Oak Street.	1904
Ward 4.	MAURICE J. MAHONEY, Tel. 268-4, 182 Hampshire Street.	1904
	ALPHONSE H. PETIT, M. D., Tel. 712-3, 98 Franklin Street.	1904
Ward 5.	GEORGE S. J. HYDE, 620 Haverhill Street.	1906
	WILLIAM HENDRY, 17 Essex Avenue.	1906
Ward 6.	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1906
	PHILIP A. MCCARTHY, Tel. 632, 55 Osgood Street.	1906

## STANDING COMMITTEES.

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Mahoney, Dick and Dr. Petit.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Muller, McCarthy, J. J. Sullivan and Rowell.

PRIVATE SCHOOLS—Messrs. McCarthy, Breen, Hendry and Andrews.

EVENING SCHOOLS, DRAWING AND PENMANSHIP—Messrs. M. J. Sullivan, Hendry, Dr. Petit, Muller, J. J. Sullivan and Andrews.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Petit, Dick and Rowell.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Muller, McCarthy, J. J. Sullivan and Andrews.

RULES—Messrs. Rowell, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. Petit, Hyde, Muller, McCarthy and Rowell.

SALARIES—Messrs. Hendry, Breen and J. J. Sullivan.

MANUAL TRAINING—Messrs. Andrews, Mahoney and Dick.

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## MIDDLE AND PRIMARY SCHOOLS.

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Muller and Dick.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Andrews and Rowell.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Petit.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.

FIFTY-EIGHTH  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE,  
MASSACHUSETTS.



1904.

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LAWRENCE BINDERY CO.



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# SCHOOL COMMITTEE.

## FOR 1904.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. CORNELIUS F. LYNCH, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

\*J. E. BURKE,

BERNARD M. SHERIDAN, Tel. 100, }

*Secretary*

### MEMBERS.

		Term Exp.
<i>Ward 1.</i>	OTTO MULLER, Tel. 539-3, 108 East Haverhill Street.	1905
	HUGO E. DICK, Tel. 622-2, 129 Newbury Street.	1905
<i>Ward 2.</i>	CLINTON O. ANDREWS, Tel. 201-3, 10 Albion Street.	1905
	WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1904
	JAMES J. SULLIVAN, Tel. 209-3, 357 Oak Street.	1904
<i>Ward 4.</i>	MAURICE J. MAHONEY, 268-4, 182 Hampshire Street.	1904
	ALPHONSE H. PETIT, M. D., Tel. 712-3 98 Franklin Street.	1904
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1906
	WILLIAM HENDRY, 17 Essex Avenue.	1906
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1906
	PHILIP A. McCARTHY, Tel. 632, 55 Osgood Street.	1906

\*Resigned May 16, 1904.

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Mahoney, Dick and Dr. Petit.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Muller, McCarthy, J. J. Sullivan and Rowell.

PRIVATE SCHOOLS—Messrs. McCarthy, Breen, Hendry and Andrews.

EVENING SCHOOLS, DRAWING AND PENMANSHIP—Messrs. M. J. Sullivan, Hendry, Dr. Petit, Muller, J. J. Sullivan and Andrews.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dr. Petit, Dick and Rowell.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Muller, McCarthy, J. J. Sullivan and Andrews.

RULES—Messrs. Rowell, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. Petit, Hyde, Muller, McCarthy and Rowell.

SALARIES—Messrs. Hendry, Breen and J. J. Sullivan.

MANUAL TRAINING—Messrs. Andrews, Mahoney and Dick.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Muller and Dick.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Andrews and Rowell.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and J. J. Sullivan.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Petit.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.

NOTE.—At the regular meeting of the School Committee held December 29, 1904, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.



# SUPERINTENDENT'S REPORT.

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LAWRENCE, MASS., DECEMBER 29, 1904.

*To the School Committee of Lawrence :*

GENTLEMEN: I have the honor of submitting to you my first annual report of the Public Schools of Lawrence, which forms the fifty-eighth of the series of annual reports of this department.

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## FINANCIAL STATEMENT—1904.

### RECEIPTS.

Appropriation by City Council.....	\$180,000 00	
For tuition and sale of text-books.....	98 75	
Overdraft.....	36,047 53	
	<hr/>	\$216,146 28

### EXPENDITURES.

Salaries of Teachers.....	\$160,878 63	
Salaries of Janitors.....	15,707 50	
Salary of Superintendent .....	3,000 00	
Salaries of Truant Officers.....	3,000 00	
For text-books .....	4,567 97	
For supplies.....	8,123 87	
For fuel.....	17,142 20	
For incidentals.....	3,726 11	
	<hr/>	\$216,146 28

Following is a comparative estimate of expenditure for the years 1904 and 1903:—

	Expended during 1904.	1903	Increase	Decrease
Salaries of Teachers,	\$160,878 63	\$154,819 62	\$6,059 01	
Salaries of Janitors	15,707 50	15,913 57		\$ 206 07
Salary of Superintendent	3,000 00	3,000 00		
Salaries of Truant Officers	3,000 00	2,100 00	900 00	
For Text-books	4,567 97	4,901 65		333 68
For Supplies	8,123 87	7,818 73	305 14	
For Fuel	17,142 20	23,422 63		6,280 43
For Incidentals	3,726 11	3,516 37	209 74	
Totals,	\$216,146 28	\$215,492 57	\$6,573 89	\$6,820 18

During the year 1903 the School Department expended \$215,492.51, overdrawing the appropriation \$35,429.07.

In January of the present year, the School Committee submitted to the City Council an estimate of \$212,610.32 as the smallest amount upon which the department could be sustained during the current year. The Council, notwithstanding, voted an appropriation of only \$180,000, the same amount which it granted for the support of schools during the previous year. The estimate for salaries alone aggregated more than \$182,000. Nothing therefore remained for the payment of all other charges, including cost of fuel, text-books, supplies and incidentals. The first of these items alone called for an estimated expenditure of \$14,000. An overdraft of large proportions was clearly inevitable.

Our expenditures during the past year exceeded our estimate by \$3,535.91. Of this excess, \$3,142 falls upon the fuel account, the high contract price of coal outrunning our estimate by that amount. The slight excess of expenditures in the items of supplies and incidentals is attributable to the expense of the school exhibit, which cost in the neighborhood of \$750.

### PROGRESS ALONG ESTABLISHED LINES.

I am denied the distinction, which so many new Superintendents appear to covet, of announcing in my first report the inauguration or contemplation of large reforms in the established educational policy. The ideals which have brought the school system of Lawrence to its present excellence are well known to me, and with them I find myself in heartiest accord. Holding fast to all that is good, following the established lines of progress, it shall be my aim to secure through all the instrumentalities of the school a fuller realization of the possibilities which the course of study holds for every child in the way of efficiency and culture.

### THOROUGHNESS IN FUNDAMENTALS.

While never losing sight of the higher ideals in education, while we must strive in every possible

way to lead our children to look beyond the mere making of a living to the making of noble lives, we cannot ignore, and we do not wish to ignore, the practical, bread-and-butter side of existence, and what the people believe to be an important and immediate end of education. The people have a right to demand that the schools shall so train their boys and girls as to enable them to go out into life prepared to meet its difficulties and make an honest living. Much of the sentimental talk of the present day that the schools must cease to be utilitarian in their aims and purposes, and devote all their time and energy to the development of character is silly. Everybody knows that character is the end of all education; but school people, above all others, should know that character is not a visionary something apart from practical life, but the result of right training and honest work. There is nothing repugnant to the man of the highest ideals in the thought of a utilitarian school. A school should be that—and a great deal more. But it should be that, first of all.

There is a need in our schools to-day of stability and thoroughness. Many of our reforms have carried us too far in the opposite direction. Text-book teaching was carried to a harmful extreme in the old-time school, but that is no reason why it should

be abolished now. The school can give to the child no better thing than the knowledge of how to use books. Courses of study in the schools of a generation ago were narrow and rigid and formal, but the complaint that the modern "enrichment" of curricula has led to a distraction, a dissipation of effort, and a resultant superficiality is not without a large portion of truth. The imposition of lifeless tasks by unsympathetic teachers often made the school of the three R's a dreary place, but there is no sense in allowing a mistaken interpretation of the doctrine of "interest" to turn the modern school into places of amusement, where the teacher does a great deal of the talking and all of the work. "The first lesson of education is that of getting down to hard work and doing it thoroughly. All education is work. The school which does not teach concentration, application and the power of tackling intellectual work" — qualities absolutely indispensable for success — cannot long retain its hold upon the public confidence.

In reaffirming these homely educational truths, I am standing for something more than mere tradition. I am standing for personal and intellectual discipline, for thoroughness and honesty of work, for self-reliance, for individual initiative, for the courage and joy which comes from the toil which ends in mastery and from duty bravely done.

## EDUCATIONAL VALUE OF THE CULTURE STUDIES.

The school should equip the young student thoroughly for the struggle for existence, but it should do better things also. It should give him capacity for higher life, purer pleasures, larger freedom. It should help him to gain a livelihood, but what is infinitely more precious, it should teach him how to live.

The consideration of the culture studies leads us away from the world of utilities, away from all thought of "what we shall eat or what we shall drink, or of what we shall put on;" it leads us, rather, to "consider the lilies"; to look not "at the things which are seen and temporal, but at the things which are not seen and eternal." The thought here is not of "getting a living;" it is only of getting life.

"The highest thought man reaches," says Doctor Harris, "is his thought of the divine as the first principle of the universe. This idea appears as the good, the beautiful, and the true. The effort to celebrate the divine and realize it in good deeds, we call religion; to give it visible and audible forms, art and literature; to explain the world by the divine idea and to comprehend ultimate truth, we call philosophy. Art and Literature, then, have the same theme as the other two. Their end is not amuse-



ment. They are serious and worthy occupations of the human soul. They touch man in what is most intensely human—his hopes, his fears, his aspirations, his affections, his destiny. They pulsate with life and feeling, and endow the individual with the accumulated moral power of the race." It is this large *Human Interest* which above all gives to the culture studies their great educational value.

The culture studies have for their province *Beauty*. The office of the beautiful in education has not been sufficiently considered. We drive at intellect and let beauty shift for itself. "Angularity is our national failing, yet we have kept on sharpening the angles, and called it education." Beauty must supplement knowledge, or our lives are lean. With poetry and art and music, beauty entered the school room, and the unlovely place was straightway glorified. With them "sweetness and light" came into the scholar's life. They have led his feet "in green pastures and beside still waters." They have admitted him to a world of ideal relationships where the poorest may own all he can see with "beauty's eyes." Matthew Arnold calls culture, "the instinct for beauty." We are beginning to realize that we are not educated until we can appreciate instinctively, and so, unconsciously. This is what the school is doing for the child through its art, its literature, and its music.

Again, these are the studies that reach the *Emotions*. During all the years we have been training the head and the hand, the heart has been left to seek its own nourishment; all this while but little has been done to stimulate and mold and use the great emotions of youth. We are beginning now to see that the emotions fill a big place in human life. "Out of the heart," says the Book of Wisdom, "are the issues of life.

Knowledge problems are but a small part of education. "Man is not intellect alone, he is life; and life is power, goodness, wisdom, joy, beauty, yearning, faith, love, action. Make your man a mere science machine, and what more is he than an animal that measures, weighs and calculates. When you have told me all that is known about atoms and stars you have brought to my notice but lifeless facts, whereas I crave for truth, and truth athrill with life. The sublimest emotions take us nearer to God, to the inner heart of being, than intellectual views." These are the words of Bishop Spalding. And Thomas Arnold had the same thought when he said: "I would rather that a son of mine believed that the sun went round the earth, than that he should be entirely deficient in knowledge of beauty and poetry."

Art appeals to the feelings, purifies them, and directs them towards ideals. Music addresses itself directly to the emotions in a language understood

only by the emotions. Music cannot express ignoble emotions. Base thoughts slink out of the sunshine of the song-illumined soul. So, too, literature (poetry especially) is rich in emotional effects. "To enable one to seize the poet's ideal of love or hate, of fear or courage, of shame or honor, is to make him kindle and thrill. It is to make him for the time being more thoroughly and richly alive, and to increase his power of essential life."

These studies lead the child into the world of the *Imagination*. "The world of the imagination," Blake says, "is the world of eternity. Whatever of permanent interest and value man has achieved, he has reached through this divine faculty, and it is only when man learns to know and enter the world of imagination, that he comes into actual contact with the vital and fundamental in human life. Easily abused, like all the best gifts of the gods, it remains the noblest and most enduring power at work in civilization."

To Peter Bell, the primrose by the river's brim was nothing but a primrose; to the poet it was the embodiment of loveliness, the sign of an eternal truth. To the laborer going afield, the dewdrops are but as so much water, wetting the feet; to Browning, they were the symbol of the embodiment in woman of all that is lovely; for he says:

"There's a woman like a dew-drop,  
She's so purer than the purest."

The measure of a people's progress is in their imagination. It was the wisest king of old who said: "Where there is no vision, the people perish."

It is in the world of the imagination that we find our *Ideals*. They are everything to the teacher. They are his pillar of cloud by day, and his pillar of fire by night. Our poets, our artists, our musicians—these have been men of ideals. These glimpses of the divine they have given us in great books, grand music, and exquisite art. The highest aspect of the art of education is the art of creating ideals,—and so we have in the school our literature, our art, our music.

Studies that rouse the nobler emotions and place ideals before the mind must make strongly for *Character*. We know that under the influence of the emotions the will moves swiftly to its choice. Ideals in the mind become standards for right conduct. We read in the old Book of the temple of the great king, that, while it was building, there was no sound of hammer. So silently and so perfectly does the study of art and literature and music lay the parts of a strong and beautiful manhood.

Probably their highest value of all resides in their great power of *Revealing one's own Life*. It is a pathetic aspect of life that so few of us realize life's deeper meaning or our hidden selves. We have been too content to train the senses, and in the school

room have appealed too exclusively to this "quintette of modern dieties." Browning entreats us to be "unashamed of soul." Emerson, meeting his friend, the country editor, returning from the post-office, and listening to his boast that he had heard from all parts of the civilized world, asked him how long since he had heard from himself. These studies cultivate insight, the spiritual sense; give that power of inner attention where a thousand truths come without our seeking; by their supreme conceptions of life lead us "out of the bondage of fact and the dreariness of detail into the great world of ideas and force which can inspire a life of drudgery and toil;" lead us into the higher region of the contemplative life, where the soul acquires new graces, matures its powers, and prepares itself for new conquests in the lower regions of active life; for as the Master left the glories of the Transfiguration that He might go down and heal the idiot boy, the truest culture finds its crown in service.

Between these two groups of studies—the practical and the culture studies—there need be neither conflict nor compromise. Those belonging to the first group are fundamental; they represent the symbols of educational life, the tools of civilization; they put the child in possession of the means of acquiring knowledge, and of expressing his thought.

The culture studies stand for the direct and pres-



ent expression of power, and the enrichment of his life experience. They introduce the child to the intellectual inheritance of the race. Between the two there is no antagonism. They are complementary. Each reinforces the other. The pupil learns to read, not that he may learn to read, but that he may be introduced into the world of literature. He learns to write, not that he may learn to write, but that he may be able to communicate the best that is in him for the benefit of others. Thus the higher end ennobles the means and makes it worth acquiring. One of the present-day problems in elementary school work is to discover how the formal, symbolic branches—the mastering of the ability to read and write and use figures intelligently be carried on in such a way that the child shall feel their necessity through their connection to other subjects of more inherent content which appeal to him on their own account. If this can be accomplished, he will have a vital motive for getting the technical capacity.

### THE TEACHER IS THE SCHOOL.

It is a pleasure to record my appreciation of the cordiality and spirit and readiness of co-operation which principals and teachers, without exception, have manifested on every occasion. These evidences of full confidence and perfect loyalty have, more



than anything else, given me the courage necessary to the performance of new and responsible duties.

My visits to class rooms have been too brief and too infrequent as yet to warrant a pronounced opinion upon the work of each individual teacher. I am glad to say, however, that there is much admirable teaching in the schools; and that while there is a great deal of indifferent teaching, I have seen no actual indifference. I hope there is none. Even where the teaching has been uninteresting and even weak, there has been an evident earnestness; and the teacher who does the best she can, even when she can do but little, is more hopeful than the teacher who could do much and persists in doing little.

All expenditures for schools function in the contact between teacher and pupil. This is a crowning issue, to which all else is incidental. Buildings, text-books, apparatus, courses of study, are but means to this end, no matter how excellent the system may be, no matter how watchful the supervision, the life of each day's lessons must be imbreathed by a teacher who herself has life to give. More than seventy-five per cent. of all the money expended for our schools is paid for the salaries of the teachers in them. It is to these the community looks for a proper return of the money invested. If this teaching be inferior in quality, and no effort is made to improve it, there is steadily going on an economic

waste which even in a material sense our city cannot afford to tolerate. But, when viewed in a spiritual sense, the waste is appalling.

The age makes large demands upon the equipment of teachers. It calls for more of culture, more of refinement, more of tact and skill; it calls for a larger insight, a broader life, a richer life. No last year's growth will do for this year's service. In order to teach as well this year as we taught last year, we must teach better. If we do not teach better, we teach worse. We are either progressive or retrogressive. There is no such thing as the non-progressive teacher. It is true, as Professor Briggs so cogently expresses it, "that experience is unpurchasable and invaluable; but the number of years spent in the school room uncharacterized by steady growth and increase of power, bears no relation to experience in its best sense. Every year may serve to imbed a teacher deeper in the groove of mechanical routine, and to deaden her into greater indifference." We must be creatures of constant growth; taking on new interests; more far-seeing and surer of successive steps; knowing children and studious of their ways; familiar with the movements of education. "We need to become conscious of ideals, to think of their grounds, and to recast many a false belief in the light of the fuller and better knowledge."

All this is particularly true of principals. These

even less than teachers, can afford to rest upon unquestioned tradition. Their's should be the larger view. They should be students of the changing social and professional conditions. They should read widely upon lines that bear upon their work; should study the educational (not merely school) questions of the day. This will afford them, and through them, their teachers, a new view; not always a better view, but at any rate a clearer, fresher one of the work in which they and their teachers are, or should be vitally concerned. "As is the teacher, so is the school" is not more true than "As is the Principal, so is the teacher."

Least of all, can the high school teacher afford to ignore these demands for professional improvement. All that has been said of the grade teacher applies with even stronger force to the teacher in the high school. The latter has some scholarship, to be sure, in excess of the former; but, in the theory and practice of teaching, the normal-trained teacher in the elementary school has a decided advantage over the college-trained teacher in the high school. Not only is professional preparation necessary for secondary teachers as it is for elementary teachers, but by reason of the order of minds on whom their influence is exerted and the critical period in the life of the pupils when they come to them for instruction, it is even greater. Possession of scholar-

ship is no guarantee of teaching ability. The ancient contention that "one having passed schooling himself must of necessity have acquired the art of imparting knowledge to others" has been long since discarded. The high school teacher should remember that she is teaching children, not subjects. Vastly more is required of her than a mere knowledge of the work to be covered by teaching. The nature of mind, the process of learning, the formation of ideals, the development of the will, growth of character—all these should be the daily study of the high school teacher. The psychology of the adolescent period should be the subject of their especial study, a period of the pupil's life marked by the most significant and vital phenomena. Rousseau aptly calls it "the second birth—the transition period, of mental strain and stress." To guide youth at this formative stage requires upon the part of the teacher the keenest insight, a deep and sympathetic nature and knowledge of the changing life which supplies guidance wise and adequate.

She should, as well, make herself familiar with the problems of grammar school work, and should visit these schools often to study their methods and their spirit. She will find there teaching by no means inferior to her own, and will carry away with her a larger view of process of education, and a better appreciation of that part of it in which she is im-

mediately concerned. There is no greater piece of folly than the idea that the high school is a thing apart, an independent portion of the school system, merely attached and loftily superior, unless it is the fatuous complaint of high school teachers about the alleged deficiency of the instruction of the grades below. A high school teacher who would excuse herself from a general meeting of teachers on the ground that the subject to be discussed had reference to elementary teaching only, betrays a woeful narrowness of vision and a lamentable lack of the right kind of professional spirit. Such nonsense would speedily disappear under the light of sound educational study.

### EVENING SCHOOLS.

The enrollment in our evening schools at the present time is as follows: High School, 358; Oliver, 1041; Essex, 106; Packard, 67; Drawing Classes, 71; Total, 1643.

No outlay can be better justified, or is sure to yield a richer return in the efficiency, intelligence, and morality of the inhabitants of a community than the money expended for evening schools; and there is no surer index of the care which a municipality takes to promote the welfare of its members than the liberality with which these schools are provided,



and the high standard at which they are maintained.

The evening high school, under its present able administration, grows yearly in popularity and efficiency. There is no finer spectacle than the nightly presence of these hundreds of boys and girls—serious-minded, ambitious, purposeful. They represent the best in American life,—worthy ambition, energy, and the industry necessary to its pursuit in the face of difficulties. Of such sturdy material, the highest citizenship is fashioned, and the school which gives opportunity and direction to the aspirations of such as these, should be cherished as one of the most potent forces of our educational life.

While no such admirable motives impel the attendance of the vast majority of the pupils enrolled in the evening elementary schools, yet the work of these schools is even of more vital significance and value. They stand as the most powerful agency for the transformation of the hordes of immigrants daily entering our gates, ignorant of American ideals and alien to the spirit of our institutions, into intelligent, law-abiding members of our body politic, to be clothed at last in the full vesture of American citizenship. This is an undertaking so responsible and so vast as to summon to the task of every educational resource at our command.

Considering the staggering difficulties of the



problem, much that is being done in these schools is of a most commendable character. Some of the work is positively excellent, some of it is needlessly bad. What is needed, and needed at once, is to raise the standard of the teaching body. Teachers should be appointed on the strength of their teaching ability, not because they need the money. The long waiting list of unassigned teachers, graduates of the Normal School and the Practice School, is by no means an unmixed blessing, but the employment of these young women in the evening schools has been of incalculable value to the work of these schools. Some of the untrained teachers have served long and faithfully, and are still doing excellent work; but in comparison with the skillful work of the practiced teacher, their methods are a quarter of a century behind the times. The text-books are reminiscent of one's childhood; they are largely the discards of the day schools and wholly unsuited to their service here. This year we have introduced a few hundreds of a book especially designed for non-English speaking pupils, and they are being used with a good measure of success. It is high time also that the unwholesome slates be relegated to the limbo of antiquated school machinery.

The complete reorganization of the Evening High School system a few years ago is yielding already such gratifying results, that I am led to sug-

gest that before another season the problem of elementary evening school work be given a thorough investigation by the Committee on Evening Schools, with a view to improve its organization, its teaching and its methods. Until this is done, we shall be far from realizing the full benefit of our expenditure for them, to say nothing of the higher purpose for which the schools have been founded and maintained.

### LABOR CERTIFICATES AND CERTIFICATES OF LITERACY.

In connection with the subject of Evening Schools, I quote the law of 1902, relative to the employment of illiterate minors, as evidence of the vigor with which the Commonwealth is dealing with the problem of illiteracy within her borders.

“While a public evening school is maintained in the city or town in which any minor who is over fourteen years of age and who does not have a certificate signed by the superintendent of schools, or by the school committee, or by some person acting under authority thereof, certifying to the minor’s ability to read at sight and write legibly simple sentences in the English language resides, no person shall employ him and no parent, guardian or custodian shall permit him to be employed unless he is a regular attendant at such evening school or at day school; but, upon presentation by such minor of a certificate signed by a registered practising physi-

cian and satisfactory to the superintendent of schools, or if there is no such superintendent, to the school committee, showing that his physical condition would render such attendance in addition to daily labor prejudicial to his health, said superintendent or school committee shall issue a permit authorizing the employment of such minor for such period as said superintendent or school committee may determine. Said superintendent or school committee, or teacher acting under authority thereof, may excuse any absence from such evening school which arises from justifiable cause. Any minor not holding the certificate described above shall furnish to his employer a record of his school attendance each week while the evening school is in session, and when this record shows unexcused absences from the sessions his attendance shall be deemed irregular according to this act. Whoever employs a minor in violation of the provisions of this section shall forfeit not more than one hundred dollars for each offence to the use of the evening schools of such city or town. A parent, guardian or custodian who permits a minor under his control to be employed in violation of the provisions of this section shall forfeit not more than twenty dollars to the use of the evening schools of such city or town."

Formerly it was merely provided that these minors could not be employed. The educational test was left to the employer. Later, it was required that the employer should send to the Superintendent of Schools a list of the minors in his employ who were unable to read or write, the employer to be the sole judge of the literary qualification of the

employee. But the law quoted above contains provisions radically different from those which preceded. While evening schools are in session, no minor can be employed who does not hold a certificate of ability to read and write English. But under this law the employer is no longer the examiner. The certificate must be issued by the Superintendent of Schools, or by some one authorized by him. It makes no difference whether the minor be a graduate of a high school, or of a college, the certificate is required in all cases.

Since a certificate either of literacy or illiteracy must be given to every minor who applies, it goes without saying that the clerical work of the office has been greatly increased. Since the enactment of the law, 4484 of such certificates have been granted, 2159 of them issued within the twelvemonth.

During the year, we have issued 863 regular labor certificates. This work is chiefly in the hands of our senior truant officer, and is most thoroughly done. Every possible safeguard is employed to the end that no certificate be granted to any minor who is not entitled to it by law.

This work carries with it no small responsibility. A large proportion of the applicants are people of foreign birth, whose only interest in the law seems to be to contrive means to circumvent it. There seems to be no length of misrepresentation and de-

ception to which some of these people will not go in order to secure the coveted certificate. We exact in every case what satisfies us to be indisputable evidence of the age and identity of every applicant. We not infrequently communicate on our own account with the officials of foreign countries to verify papers of which we are suspicious. Occasionally we have gone so far as to refuse certificates to children, whose papers seemed genuine enough, because of the childishness of face or smallness of stature.

During the summer, as the result of a prosecution for illegal employment of a minor, a number of children were found to be employed in the mills who were under the legal age. That was no fault of ours. So long as the law provides that the certificate is the property of the one to whom it was issued, and must be surrendered to him when he leaves the service of any employer, so long will it be possible for such certificates to fall into the hands of those not entitled to them. If, as your Superintendent two years ago suggested, these certificates remained always the property of the school authorities, and were returnable to them only, the possibility of the fraudulent exchange of certificates would be reduced to a minimum. These disclosures, however, have led us to redouble our vigilance. There are many appeals to the Superintendent which consume much valuable time. It takes longer to convince parties



that they are not entitled to a certificate than it does to grant one. But since there is involved in the discharge of our duty no less important a principle than the upholding of a most salutary law, no pains are spared by either the Superintendent or his assistants that, without prejudice to the interest of any individual, the larger interests of the State shall be faithfully served.

### THE PRACTICE SCHOOL.

Whether or not, from a purely educational standpoint, that policy is wise which excludes from opportunity to teach in our lower schools all persons not graduates of our Lawrence Training School, such a policy seems to have been irrevocably established. Any view, then, to the permanent improvement of our school system, must give the Training School the place of supreme importance—the object of our most solicitous regard. The best way—indeed the only way—to improve a system of schools is to train competent teachers to conduct them. And since the Committee has decreed that none but a graduate of this school shall teach our children below the High School, it is of the utmost importance that every facility be afforded the management of it to do its work thoroughly and well. The city is highly fortunate in the present administration of



this school. It is admirable alike in spirit and method. But its material equipment in no way corresponds to the importance of the service in which it is employed. Its work is hampered on every side by most cramping and discouraging conditions. The Oak Street building, built more than forty years ago, is wholly inadequate for the purposes of training seventeen young women at one time. Some years ago it became necessary to occupy four rooms in the Oliver School building. They are the most undesirable rooms in the building, and were the first to be abandoned when the number of grammar schools became smaller, several years ago. Two of these rooms are familiarly known as "the dungeons." The normal room, where each day the pupil-teachers meet the Principal, is in the corner of the old High School laboratory, and is a cheerless room, 18 x 18 feet in size, having the character of a cell rather than that of a class room—bare, dingy and wholly comfortless. This scattering of the school's forces through parts of three buildings, all of them marveled of unfitness and inconvenience, results in the loss of effectiveness, both of discipline and supervision and subjects the Principal to uncalled for labor and exposure, and, in general, involves the expenditure of time and effort that should be directed elsewhere.

The ideal solution of this difficulty is found in

the recommendation of your Superintendent of a year ago; namely, the erection, upon the present site, at the joint expense of City and State, of a modern practice school, designed with a special view to meet the particular needs of such a school. It is extremely doubtful, however, that those in authority can at present be made to see the wisdom and feasibility of such a project. There is another plan which I submit to your consideration, which is presently feasible, and the execution of which lies wholly within the power of the School Committee. This is, in brief, the use of the new Gilbert E. Hood building for practice school purposes. Many good reasons may be advanced in favor of the plan. The building has been planned for the accommodation of pupils in every grade below the High School—the only school in the city representing the whole range of elementary work. Thus there will be offered an exceptional opportunity for training and observation. Especially valuable would be the opportunity for observation in grammar school work. At the present time, our work is limited to the first five grades. No graduate of this school has had an hour's experience in, or observation of, the work of the three higher grades. And yet all vacancies in the grammar school corps must be eventually filled by graduates of this school. The absence of such opportunity constitutes a grave weakness in our train-

ing system, for a long time recognized, but for which there has been hitherto no remedy. Under the plan which I am presenting for your consideration, there would be abundant opportunity for the study of grammar school work conducted by well qualified and carefully selected teachers.

This proposition, I feel sure, would receive the heartiest approval of the State authorities, who recognize as strongly as we do the limitations within which the school is laboring at present, who are always ready to advance every worthy means of educating the future teachers of the future citizens of the Commonwealth. I believe they would contribute generously to the equipment of the school with such apparatus as the needs of the modern school demands.

I believe that the pupils of this school, under such an organization, would receive an elementary education, not only as broad and thorough as that given by the ordinary school, but that their advantages would be, in many ways, superior.

It is but small praise of the Principal of the Training School to say that she is the equal in every respect of any master whom we could secure. In her new position, she should be made to rank as a master and receive a master's salary. The critic teachers have fully demonstrated their ability in keeping the work of the pupil teachers up to a stan-

dard not always maintained in their later teaching. The teachers of the grammar classes, who would be nominated by the Principal of the Normal School, and receive extra compensation from the State, would be possessed of unquestioned qualifications for this especial work. Thus, I believe the school would be able to perform its double service without impairment of that efficiency which its primary purpose demands, and with positive gain to those who are to be the future teachers of all our children.

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## REPORT OF THE MASTER OF THE HIGH SCHOOL.

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MR. BERNARD M. SHERIDAN,  
SUPERINTENDENT OF SCHOOLS,

Dear Sir:—

In October, 1894, I assumed the duties of the Principal of the Lawrence High School. The school has changed greatly in the ten years that have followed.

Of its faculty of nine, when I took charge, there are to be found in the present faculty of twenty-three, but two,—Mr. Riley and Miss Lear. The enrollment in October, 1894, was 283 pupils; 653 names appear on the register in October, 1904. The immaturity of the present student body as compared with that of ten years ago is most noticeable. The

curriculum has been greatly enlarged and enriched. The standard of work is higher. The discipline and conduct of the student body were never more satisfactory. Our new school home admits of no comparison with the old one. Altogether, we are an entirely different institution in everything but name.

The loss of an efficient and experienced teacher from a school faculty is always a matter for regret. In the past ten years this school has been called to part with the services of such teachers as Miss Wetherbee, Miss Newell and Miss Halley. The places of such teachers are always hard to fill. Perhaps time alone can ever fill them. It is certain that their services and their influence are keenly missed by those of us who knew their value.

The present faculty, taken as a whole, is a good one. That it possesses as much excellence as it does is somewhat remarkable when we consider the conditions that have underlain both its formation and its continuance. Where, in the selection of a teacher, the desire to secure a *position* for some one outweighs the desire to provide the best obtainable instruction for the *children* whose interests should receive the first, last and only consideration; where, in the selection of a teacher for a high school, an utter disregard is had for special fitness to do some particular line of work called for, and again the interest of those who control the selection centers in the candidate rather than in the *children*; where the Principal of the school has little or no voice in the selection of a teacher when he should have the power, if not of absolute selection, at least of absolute rejection; it is no matter of wonder that weak and unsuitable material finds its way into a school faculty. And when once it is in, how hard it is to get rid of it! If the harm of all this fell only upon the children of those directly or indirectly responsible for it, it would be bad enough; but where



the children of the innocent form, as they always do, the large majority of sufferers, it is truly deplorable.

Beside the factors of general or special incompetency, another has been present in the formation of the faculty of this school to an extent that has operated most harmfully against its efficiency. This is the factor of inexperience. The primary and grammar grades are protected carefully against this evil; the high school, not at all. A candidate for a primary or a grammar school position must be at least a graduate of a normal school where, for two or more years, she has had careful instruction and practice in the art of teaching. All that has been demanded from the candidate for a high school position is the possession of a college diploma and, unfortunately, most unfortunately! not always has this pre-requisite been insisted upon. I know of no more helpless individual than the college graduate who steps, as it were, directly from the college into the school room.

Great possibilities may be within him, but time alone will bring them to light; meanwhile, he gropes this way and that in his earnest and honest endeavors to get his bearings and all the while the poor children whose faithful instructor he would be, pay the penalty of his lack of "know how." Recognizing this fact, that it takes the college graduate—even the one who is "apt to teach"—a year or two at least before his work becomes reasonably intelligent and well directed, most first class city high schools will not accept a teacher who cannot show at least one year's successful teaching experience. That it may appear how near we approach in this city to such a standard as this, let me state that of the thirty-eight teachers who have been elected to serve in the Lawrence High School since I have been Principal, at least thirty



never had any teaching experience, with the exception of some little evening school experience possessed by two or three of these thirty, until they became a part of this school's faculty. Of the eight who had previous experience, I may name Miss MacDonald, Miss O'Leary, Miss Hodgdon, Miss Tracy, and Miss Merrill as being among the best teachers the school ever had. Previous successful experience properly vouched for by those who know of it is the very best basis possible for the selection of a good teacher. The longer that experience has been, the stronger the guarantee that the teacher is in the business to stay. If our schools exist for the purpose of providing a means of livelihood until such time as a more desired calling shall appear, why, that is one thing; but, if they exist to furnish our children with the best possible preparation for life through the best instruction, why, that is another thing.

Another practice that has had its harmful influence upon the efficiency of this school's faculty has been that of taking young men from its ranks to make them Masters of grammar schools. No one can blame the young men for being attracted by higher salary considerations; and, perhaps, our school system as a whole may not have suffered thereby; but, certainly the Lawrence High School has suffered and suffered seriously from this practice. In the past six years, it has become, as it were, a training school for high school teachers for other cities, and for grammar masters for this and other cities. If it has proved a good training school, then to that extent it has accomplished a measure of good; but it seems to the Principal and to its older teachers whose long terms of service within its walls have made its interests dearer to them than almost anything else in life, that a true sense of the school's welfare demands a different policy in

the future from the powers that shall be, in the retention, as well as in the selection, of their fellow-workers.

The increase of the high school enrollment in the past ten years from 283 to 653 has been due to several causes. The city's increase in population accounts for a small part of it; the change from a nine grade system to an eight grade system below the high school was a large contributing factor; the new high school building, so attractive in its appearance and so complete in its appointments, has had a marked influence; then there has been the elective course of study, that has obtained for the past three years which has made it possible for pupils to drop work along lines of extreme resistance and make new selections along other lines, which has resulted in many of them remaining in school longer than they might have done otherwise. But another cause has been more effective than all the rest. Within the last decade, high school enrollments everywhere have grown out of all proportion to the increase in population. The country has been marvellously prosperous. Families finding themselves able to continue their children longer at school, have done so. Particularly has this been true among families of foreign birth. The value of a higher education has come home with convincing force to the entire American people, and not only high schools and academies, but also colleges and universities have grown out of all proportion to the nation's increase in population.

The immaturity of the student body, as compared with that of ten years ago, is most noticeable. This is not due alone to the cutting off of one year from the primary and grammar course; for were that so, a difference of but one year would be apparent in the average age of entrance now as compared with that of ten years ago.

The difference is much greater than one year, so that it would seem that the only explanation that can be offered is the existence of a greater pressure than used to be in getting the children through the grade below the high school.

Whether this be not a natural concomitant of an eight year system may be fairly asked. It seems to me that it is.

Whether all this pressure and hurry be wise or not, is also fairly open to question. It seems to me that it is not wise. This judgment, however, comes from the high school man, and must not be taken as conclusive. Yet, I feel it my duty to give it.

In every class that enters the high school, the effects of this immaturity are felt. It has its marked bearings upon the matter of the five years' college course, which I speak of later.

The suggestion that the high school has to offer to the grades below it is an old aphorism that lies at the foundation of all successfully performed labor. Whether in school or out—"Let progress wait upon thoroughness."

The Lawrence High School, in the adoption of its elective course of study, has rooted itself in this principle, and now no pupil in this school may take up a subject dependent upon a former subject until he has completed that former subject in a manner that makes his teacher in it feel warranted in assuming the responsibility of permitting him to pass on to the next subject.

Our course of study is at once sound and broad. While elective in its character, it does not permit random choice. Such conditions and restrictions attend all selection of work as assure the pupil's being busy, while at the same time are eliminated those factors of discouragement which so frequently result in the abandonment of the high school course. Un-

der this elective system, the diploma of graduation is granted, not for so many years of school attendance, but for the successful accomplishment of a certain amount of work, which may mean four, or five, or even six years of high school attendance, according to the character and ability of the pupil. Parents should stop to consider that if their children graduate from our high school in five years, they then finish their public school course at as early an age as they would did we have nine grades instead of eight below the high school, and the children were to graduate from the high school in four years. Under the elective system, all the possibilities of the old, "straight-line" course of study are present, with much greater opportunities for the capable and ambitious pupil, and with abundant practicability and encouragement for the slower pupil, or for the pupil whose time out of school must be spent in helping to earn his living.

The Lawrence High School is not a play-house, it is a workshop. Hard work is done there, and the teacher or pupil who enters the school with any different idea than this, soon learns his mistake. An educational plant representing more than a quarter of a million of dollars can justify its existence on no other basis than that of work. The pupil who does not work, loses his place in his class, and, with the drones and incapables eliminated, the working units move steadily onward to a successful accomplishment of the requirements set before them.

That our scholarship standard is high is abundantly vouched for by our relations with the various colleges throughout the country, and the large number of pupils we send every year to higher institutions.

Of the class that graduated last June, numbering less than one hundred, forty entered various higher institutions—

a most creditable showing for a community like Lawrence.

Such a thing as having our boys and girls fail in their college entrance examinations is never entertained by us. We hold the right of entrance by certificate to every higher institution in New England that accepts pupils on certificate, and to a number outside of New England, and within a month, Vassar College has been added to this list. Recently, Wellesley College voluntarily granted to our school the right to use the shorter form of certificate, a privilege which that college extends to only a comparatively few of the best preparatory schools.

In my possession, are a number of letters from the best colleges, including Harvard, Yale, the Massachusetts Institute of Technology, Wellesley, and Smith, speaking in commendatory terms, not only of the excellent preparation of the pupils we send them, but, what is of still more importance to those institutions, of the excellent work our boys and girls continue to do after they have entered.

I take great pleasure in writing the following statement of the conduct of the boys and girls of the Lawrence High School:

They are a body of young ladies and young gentlemen of good morals and courteous manners. All this year, the excellence of their disposition and behavior has been among the teachers, a matter of comment, as common as it is gratifying. There seems to be an entire absence of those elements of disturbance and insubordination that militate against the moral and disciplinary health of a school. We had some of them last year, though less than in previous years; but this year, we have them not.

Last June we graduated the last class whose freshman year was passed in the annexes.



The hampered influence of a divided and scattered school, particularly the demoralizing influence of the Lowell Street "shack", as it was ever termed by those boys and girls who were compelled to attend it, has passed from among us.

Every member of the present student body began his high school course in the new building. None but the teachers of the school can properly appreciate this beneficent change of conditions. We have survived the past and have bright hopes for the future.

It is not always possible for the general public to understand and hence to appreciate the conditions of school life that make for or against good discipline. A school community is much like the world in general. A few disturbing elements can create a great deal of commotion. The great body of the industrious and law-abiding go right along about their business. In a well conducted school, rarely does an act of unjust punishment take place; so that those people who are so ready to lend a listening ear to the complaints of children who have received punishments at school differ but little, if at all, from those elements in society that are ever ready to give their sympathy to the law breakers and their opposition instead of their support to the servant of society, who is endeavoring to take the law breaker into custody. No civic virtue is more necessary to the American people today than a wholesome respect for and obedience to properly constituted and rightfully enforced authority, and nowhere can this virtue be inculcated better than in the home and in the school room.

Through the helpful co-operation of the school board, the vexed question of dancing in connection with the social side of high school life has been finally eradicated so far as its connection with the name of the Lawrence High School



is concerned.

Instructors in dancing still advertise "high school dancing classes," and certain individuals and cliques of high school pupils still organize and attend dancing parties. But no such attempts are now permitted under the patronage of the school name or the name of any class or organization connected with the school. The faculty have been faithful to the school board's instructions on the subject, and have done all in their power to "discourage dancing among high school pupils." The effect has been wholesome and the school room atmosphere has been practically free during the past year from the distracting influences of this subject.

The subject of athletics in the high school is today a most pertinent one in every community. Educators are beginning to recognize that it is a factor in high school life that can no longer be neglected. It has come to stay, and the only way to escape its possible harmful influence is for the school authorities to assume its regulation and control. This is the course I adopted a year ago last September, and while it has involved a vast amount of time and labor, it has been attended by most satisfactory results.

In the first place, I receive directly and am the custodian of all high school athletic money, authorize all expenditures, and pay all bills. Periodically, I publish on the school bulletin board an itemized account of all money received and expended. At the end of each season, my accounts are examined and approved by two sub-masters of the school, and the captain and manager of the season's athletic team. The importance of this will appear when I say that, from September, 1903 to July, 1904, I handled more than \$1200 of athletic money.

The number of games each team is to play is carefully

limited, and this year we have adopted a rule to have none but high schools for opponents. No pupil of the Lawrence High School may take part in the school's athletics until he has brought written permission from home. His name is then entered upon the athletic list, and his various teachers are notified. At any time that such a pupil fails to do work in any subject that is satisfactory to his teacher, the latter *at once* sends a statement to that effect to the office, whereupon the pupil is called to the office, and forbidden to take any further part in athletics, even to going out to practice, until the teacher has removed the disability. This system is rigidly enforced, and as a result, the teachers testify that athletics has the effect of stimulating many pupils to work much harder than they would otherwise. The responsibility of holding the pupil to a satisfactory standard of work rests upon each one of his teachers individually, and it is a significant comment upon the efficiency of the system that but seven complaints were entered against members of last year's football squad of eighteen boys, and every one of these seven complaints was about such matters as note books, compositions, etc., that were satisfactorily adjusted within a day or two after they were filed at the office.

Exemplary conduct is required of the boys in their practice as well as in the games; a sub-master is always present on the field; and in company with a sub-master, I have gone with the team whenever they have gone out of town, as well as been present with them at all their home games.

It is my firm conviction that athletics is a good thing in school life if it is properly managed and directed by the authorities of the school, and if not only those influences be carefully excluded that tend to harm a boy's morals generally, but also those influences that tend to destroy that

sense of fair play and honorably-won victory that should be the valued possession of every gentlemanly athlete. I am proud to state that the athletes of the Lawrence High School are not only good athletes, but young gentlemen, and that this is the reputation they have today among their opponents who represent some of the best high schools in the state.

Before concluding this report, Mr. Superintendent, there is one matter that I would respectfully ask you to bring to the attention of the school board. It is our sad need of a school reference library. We have a beautiful library room, locked because we have not the material to put it into use. Every afternoon from three o'clock until five, that library should be opened under the supervision of one of the teachers, and from twenty to fifty pupils would be found there daily doing library work under direction and instruction in connection with their school work. This is so in most first-class high schools.

It is a noticeably lacking feature of our own. The public library people are most courteous and most kind to the high school. They do all we ask them to do, and more, too; but work at the public library cannot take the place of personally directed work in our own building. All we need, need not be bought at one time.

If a start could be made this year of—say, \$500—and this sum given to us each year for a few years, we should, in a short time, possess a library amply sufficient for our needs. No other \$500 a year could be expended for the next few years upon the Lawrence High School that would contribute so much to the school's efficiency.

Respectfully submitted,

(Signed) JAMES D. HORNE.

## SCHOOL ACCOMODATIONS.

The opening of the new Gilbert E. Hood school at the beginning of another year will bring long-deferred relief to the whole line of schools north and east of the Spicket, from the Storrow at one end to the Arlington at the other. It will also release the city from the further necessity of hiring the rooms in the German school on Berkeley Street and the chapel of St. Paul's Church on Wyman Street.

Early in the year the crowded condition of the Primary schools in Ward 5 compelled the Committee to request that the Warren Street schoolhouse, which had been temporarily abandoned when the Alexander B. Bruce school was opened, be repaired and made ready for occupancy. The City Council finally voted to appropriate the sum of \$3,300 for this purpose. Under the efficient direction of Superintendent Derbyshire, the building was put into first-class shape for considerably less than the sum appropriated, and is today as cheerful and wholesome a school as could be desired. The reopening of this school has brought comfort once more to the children of both the Riverside and Lowell Street schools, and has settled the problem of accommodations in this Ward for some years to come.

Signals of distress have usually been displayed by the schools in the newer and outlying portions of

the city. But the incoming of a new population into the central part of the city has opened up a similar condition in one of the oldest of the city schools.

The Walton School, a four-room building, has a present enrollment of over 250 children, necessitating a cruel overcrowding of the rooms, which is only partially relieved by the employment of four extra teachers. This is the school which, above all others, should have small classes in order to permit the employment of individual teaching to as great an extent as possible. Less than one-fourth of these pupils are American born. One hundred and fifty were born in foreign lands, all but twelve of these having been born in Italy. The work of instruction in a school like this calls for teaching ability of a high order, and demands exceptional enthusiasm and patience on the part of the teacher. These characteristics the teachers of the Walton School possess in a marked degree. I cannot too highly praise the spirit of uncomplaining service with which they pursue their work in the face of most discouraging conditions.

Relief from some quarter must come to the rescue of these children and these teachers. A temporary expedient offers itself through the transfer of two classes from this building to the Newbury Street schoolhouse, moving the fifth grade classes of the latter to the two unoccupied rooms in the Oliver.



This, however, would be of but transient effect and should not free the Committee from a careful study of more ample accomodations for this rapidly-growing part of our school population.

The next demand for a permanent school structure will rightfully come from South Lawrence. Both the Union Street and the Packard schools are overcrowded. The former has an enrollment of nearly sixty children in three of its six rooms. The latter was designed primarily for a ten-room building. There are now sixteen class-rooms, with an enrollment of over 700 pupils. Two of these extra class-rooms were lately made by partitioning the hall, though with no pretence of making them proper rooms for children to occupy. Four other class-rooms are in the annex on Abbott Street, which is unfit for school habitation. Its sanitary evils alone, for which repeated remedies have been tried in vain, are alone sufficient to justify its condemnation. What will soon be demanded is the erection upon this, or some adjacent site, of an eight-room building of brick, plain and substantial, without expensive accessories of any kind, which will provide healthful and comfortable quarters for the excess of primary children now attending the Packard and Union Street schools.

### OFFICE FACILITIES.

Two years ago your Superintendent had the fol-



lowing to say regarding the inadequate facilities for transacting the business of the School Department:

"Early in the year the School Committee petitioned the City Council to remodel the first floor of the old high school building and convey it into suitable accommodations for the offices of the school department. This request has met with no response. The School Committee holds its meetings in a vacant room in the old high school building. The room is wholly wanting in adaptability for the purposes for which it is used. Its furniture consists of desks and chairs that were abandoned when the high school pupils were transferred to more attractive surroundings. The rooms of the School Committee should conform more closely to the dignity of such a representative body. There should be at least ordinary facilities for the transaction of duties that are paramount in importance to those discharged by any other municipal board. Then again the office of the Superintendent of Schools should be more in keeping with the large amount of routine work performed. The clerical work of this department is multiplying daily. It is indispensable that records, reports, papers, documents, correspondence, etc., should be systematically classified and preserved. The office itself is sufficiently commodious; but in facilities for filing papers and for keeping ready and accessible important reference material, it is sadly and almost entirely deficient."

Each year emphasizes more forcibly the justice of this complaint and makes more imperative the proper equipment of the offices of the department.

A striking example of the wholly inadequate office facilities is the safe in which the records, reports and accounts are supposed to be kept. This safe has a capacity of exactly four cubic feet—two feet long, two feet wide, one foot deep. It is impossible to store in it more than a dozen books of the size used to record the minutes of the school committee meetings. This necessitates the storing upon open shelves of many valuable records and files of papers, the loss of which by the accident of fire would be deplorable. A fire-proof vault, ample enough to contain the accumulating records of this office, is one of the most important needs of the department.

### THE SCHOOL EXHIBIT.

On the 16th and 17th of June a public exhibit of school work was held in the City Hall. On the evening of the 16th a private view of the exhibit was afforded to members of the School Committee, the teachers, and to many teachers and school officials of other cities and towns. On the morning of the 18th thousands of the school children were admitted without escort.

The public success of the exhibit, as measured

by the number of visitors, was unprecedented. The attendance during both evenings was so great as to necessitate the closing of the gates at intervals, because the danger limit had been reached within the hall. It was conservatively estimated that twenty thousand people visited the exhibit. No more striking proof of a people's belief in education, of their confidence in those who teach and administer the public school system, than the multitudes which thronged the exhibit from the opening to the closing hour.

The entire range of school activities was shown and the work of every pupil represented in some form. Much of the work was the actual every day work of the pupils. Some of it bore unmistakable signs of studied preparation. The ambition to make a good showing is a severe strain upon the honesty of people generally, and not all teachers are wholly proof against the temptations attending a display of their work. But I believe, as a whole, it was more nearly honest than any exhibition I have ever seen.

The best product of our schools can never be exhibited in material form. That is a spiritual product, incapable of measurement or of determination. The teacher's influence upon the mind, heart and character of the child, that which is the distinguishing feature between the successful and the unsuc-

cessful teacher, cannot be presented. All that is possible to be shown are the things with which the school surrounds the child in the way of environment, those things which are the concomitants of the processes of education. The real work of the school is revealed later in the lives and characters and habits of thought of thousands of its children. Besides, the labor involved in an undertaking of such magnitude is a severe strain upon the strength of the teacher, whose every energy is called forth in the exacting work of teaching. Nevertheless, the work was entered into and carried to a successful issue with a most commendable spirit, and, at its close, all felt fully repaid for the expenditure of time and effort by the splendid manifestation of public interest in the work which means so much to them.

## HISTORICAL.

### GRADUATIONS, 1904.

The graduation of the class of 1904 of the High school was held in City Hall, Wednesday afternoon, June twenty-ninth. The address was delivered by Rev. William E. Wolcott, of this city, and diplomas were presented to eighty-four graduates by Hon. John Breen, vice-chairman of the School Committee.

The six Grammar schools held their usual union graduation exercises at City Hall, on Tuesday afternoon, June twenty-eighth. The address was de-

livered by Rev. Charles C. Earle, of this city, and diplomas were presented to three hundred and twenty-one graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Friday evening, March fourth. The address was delivered by Mr. James D. Horne, Master of the High School, and diplomas were presented to forty-four graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

#### PRIZES.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School, were awarded to Marion G. Earle and Gray H. Wyman.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1904, Gray H. Wyman,  
Marion G. Earle.

Class of 1905, Wilbur Taylor,  
Marie S. Barrell.

Class of 1906, Francis Silsbee,  
Bessie Knapton.

Class of 1907, Edward M. Glennon,  
Laura E. Wyman.



The Hood prizes for the schools making the most marked progress during the year were awarded to the Essex, Storrow and Union Street schools.

The (Bishop) Lawrence prizes for excellence in sewing were awarded to the Packard, Cross Street and Newbury Street schools.

## CHANGES OF TEACHERS.

### RESIGNATIONS.

Bernard M. Sheridan, Master of the Oliver; Louise A. McGowan, Marie E. Sandiford and Mary E. Sullivan of the Arlington; Mary E. Cassidy of the Riverside; Marguerite C. Sullivan and Julia M. Heffernan of the High; Maybelle Mowatt of the Storrow; Charles M. Lamprey, Master of the Packard; Theresa W. Slattery of the Bruce.

### LEAVE OF ABSENCE.

Granted to Rachel H. Stannard, of the Prospect Street; Elizabeth Carroll, of the Rollins; Laura K. Prescott, of the Essex.

### NEW APOIPTMENTS.

To the Harrington, Josephine M. McQuade; to the Walton, Anastasia G. O'Brien, M. Josephine Nichols and Isabelle Barrie; to the Union Street, Stella A. Maffett; to the High, Anna T. Mulholland,



Michael J. Mann, Noelia Dubrule and Harriet C. Lord; to the Arlington, Ellen M. Murphy; to the Essex, Emma Churchill; to the Bruce, Mary L. Scanlon.

#### TRANSFERS.

From High, Laurence J. O'Leary, to be Master of the Oliver, John J. Mahoney, to be Master of the Packard; from Rollins to Oliver, Grace L. Conlin; from Union Street to Arlington, Agnes E. English; from Franklin to Washington, K. Agnes Donovan; from Training to Storrow, Emma M. Ramsay, Mary G. Doyle; from Riverside to Warren Street, Margaret M. Crowley; from Lowell Street to Warren Street, I. Mae Magoon and Maude Gorman.

#### CONCLUSION.

It is appropriate that an acknowledgement be made here of the many favors received from the present Superintendent of Public Property in the prompt execution of all repairs upon school buildings, and of his many generous responses to requests for interior improvements and equipments which have been of material advantage to the work of teachers. The School Department has not, for a long time, had such an efficient ally in the Public Property Department as the present able and courteous Superintendent.

In conclusion, I wish to express my gratitude to Principals, Teachers, Truant Officers, and Members of the Press for their loyal co-operation and constant courtesy. Especially would I acknowledge my deep sense of obligation to the members of the Committee who, without exception, have from the first given me their fullest confidence and most hearty support.

Respectfully submitted,

BERNARD M. SHERIDAN,

*Superintendent of Schools.*

IN MEMORIAM

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ELLEN J. SULLIVAN

DIED OCTOBER 12, 1904

FOR MORE THAN TWENTY YEARS AN  
ABLE AND DEVOTED TEACHER.



# REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS. DECEMBER 31, 1904.

*Mr. Bernard M. Sheridan, Superintendent of Schools,*

*My Dear Sir:--*

The following is the report of the truant officers for the year ending December 31, 1904.

## SCHOOL CENSUS.

	1904	1903	1902	1901	1900
Ward 1.....	2243	1926	1730	1696	1665
Ward 2.....	1324	1384	1303	1226	1208
Ward 3.....	1803	1775	1877	1780	1756
Ward 4.....	1904	1869	2036	1936	1819
Ward 5 .....	2308	2277	2205	2091	1978
Ward 6.....	2200	2203	2311	2160	2101
Totals, .....	11,782	11,428	11,462	10,889	10,527

Increase for 1904 over 1903, 354.

## TRUANCY.

In the following table will be found the work performed in the aggregate under the above heading:—

1904	No. of Schools Visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	No. of Parents and Guardians Notified.	No. Returned to School from the Street.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January.....	530	288	13	2	2	278	3	0	0	22
February.....	586	252	22	4	4	252	10	0	0	64
March .....	639	267	16	7	4	280	28	2	2	49
April .....	522	274	21	4	1	283	35	0	0	39
May .....	500	221	21	3	3	217	11	3	3	34
June .....	684	207	29	7	2	204	17	1	1	27
September .....	528	287	23	4	0	281	35	0	0	20
October .....	510	258	13	0	0	258	9	1	1	19
November.....	684	182	10	4	0	177	7	4	4	22
December.....	452	206	7	1	0	218	13	0	0	19
Totals .....	5635	2442	175	40	16	2448	168	11	11	315

## RESULT OF PROSECUTIONS.

Placed on Probation ..... 5  
 Committed to Truant School ..... 6



# LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

1904.	January	February	March	April	May	June	July	August	September	October	November	December	Total.
Certificates Issued	60	70	78	53	59	62	136	80	106	103	97	59	863

Showing a decrease from 1903 of 240.

Between 16 and 21 years of age.

1904.	January	February	March	April	May	June	July	August	September	October	November	December	Total.
Literates	85	93	309	101	115	111	53	222	77	216	172	136	1690
Illiterates	25	31	51	26	34	27	37	116	46	43	78	60	574
Totals	110	124	360	127	149	138	90	338	123	259	250	196	2264

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school until the proper

certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE 1904.	January	February	March	April	May	June	September	October	November	December	Total
Diphtheria	22	11	13	5	4	4	9	4	9	13	94
Scarlet Fever	8	9	2	6	4	3	2	2	7	6	49
Measles	15	25	32	26	52	19	0	0	8	8	185
Small Pox	3	1	0	0	0	2	3	0	0	0	9
Totals	48	46	47	37	60	28	14	6	24	27	337

In conclusion we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. McGOWAN,  
EDWIN J. CATE,  
MICHAEL SULLIVAN,

Truant Officers.

## STATISTICS.

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Valuation of the city for the year 1904.....	\$44,110,964.00
Total expenditures for schools, exclusive of new buildings and repairs.....	216,146 28
Population of the city, census of 1895.....	52,164
Population of the city, census of 1900.....	62,559
Number of children in city between the ages of 5 to 15, according to the cen- sus of Sept. 1, 1903.....	11,428
Number of children in city between the ages of 5 to 15, according to the cen- sus of Sept. 1, 1904.....	11,782
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1903.....	7,846
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1904.....	8,044
Aggregate enrollment from Jan. 1, 1903 to Jan. 1, 1904.....	9,160
Aggregate number belonging from Jan. 1, 1903 to Jan. 1, 1904.....	7,369
Average attendance from Jan. 1, 1903 to Jan. 1, 1904.....	6,901
Aggregate enrollment from Jan. 1, 1904 to Jan. 1, 1905.....	9,571
Average number belonging from Jan. 1, 1904 to Jan. 1, 1905.....	7,523

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Average attendance from Jan. 1904 to Jan.	
1, 1905,.....	7,089
Number of school buildings.....	30
Number of class rooms in High School.....	32
Number of class rooms in elementary schools	184
Number of teachers in High School.....	25
Number of teachers in Grammar Scoools...	48
Number of teachers in middle schools.....	52
Number of teachers in primary schools .....	106
Number of supervising principals.....	9
Number of critic teachers in Training School	4
Number of pupil teachers in Training School	18
Number of teachers of music..... ..	2
Number of teachers of drawing... ..	2
Number of teachers of sewing..... ..	3
Number of teachers of penmanship..... .	1
Number of teachers in Evening High School	19
Number of teachers in evening elementary schools .....	61
Number of teachers in evening drawing schools..... ..	2

TABLE "A."

*Tabular statement of attendance for the school year ending  
June 30, 1904.*

SCHOOLS.	Whole No. Enrolled		Average No. Belonging		Average Daily Attendance		Per Cent. of Attendance	
	1st Term	2d Term	1st Term	2d Term	1st Term	2d Term	1st Term	2d Term
High .....	599	573	594	545	574	526	96.64	96.47
Oliver .....	382	381	361	334	337	314	93.56	93.99
Bruce .....	465	472	440	431	418	408	95.33	94.69
Packard .....	736	660	683	651	641	608	93.78	93.35
John R. Rollins....	494	482	478	462	460	444	96.24	96.34
John K. Tarbox....	489	450	450	420	431	397	93.15	94.28
Emily G. W't'h'bee.	375	363	358	351	344	336	97.13	95.92
Daniel Saunders...	418	384	354	357	327	322	92.33	90.36
Union Street.....	305	289	289	280	263	257	90.91	90.91
Arlington .....	390	389	379	380	355	354	93.95	93.18
Park Street.....	385	394	351	348	329	325	93.89	93.44
Prospect Street ....	230	220	223	214	209	202	94.23	94.39
Storrow.....	297	302	274	267	258	251	94.37	94.20
Berkeley Street....	138	139	132	129	126	124	95.64	95.92
Walton .....	222	212	176	185	165	170	93.52	91.80
Newbury Street....	141	147	125	119	119	113	94.18	94.93
Harrington .....	194	197	188	193	176	182	93.56	93.47
Amesbury Street...	176	178	167	168	153	156	91.60	92.10
Hampshire Street..	141	131	131	126	120	117	91.85	92.93
Cross Street.....	164	163	151	147	142	137	93.80	93.47
Franklin.....	199	175	162	153	142	137	91.02	89.70
Riverside.....	180	171	172	166	165	160	96.00	96.65
Essex .....	293	318	285	285	270	270	94.43	94.75
Lowell Street.....	198	189	183	179	165	164	90.09	91.72
Washington .....	225	225	207	212	192	197	93.09	93.18
Training ....	317	273	233	233	212	213	91.03	91.72
Total .....	8153	7877	7546	7337	6993	6879	93.66	93.61

TABLE "B."

*Tabular statement of tardiness, dismissals, truancies, absences,  
for the school year ending June 30, 1904.*

SCHOOLS.	No. of Cases of Tardiness		No. of half- day Truancies		No. of Cases of Dismissals		No. of Cases of Absence	
	1st Term	2d Term	1st Term	2d Term	1st Term	2d Term	1st Term	2d Term
High.....	380	474	....	....	291	384	1364	1833
Oliver .....	133	189	6	0	120	129	4293	3533
Bruce .....	417	709	4	21	279	639	3886	7565
Packard .....	470	530	32	32	245	309	7872	7672
John R. Rollins....	228	236	5	2	145	194	3325	2969
John K. Tarbox....	461	238	7	22	142	201	4309	5599
Emily G. W'th'rbee	147	108	4	0	138	114	2669	2690
Daniel Saunders...	688	767	0	0	53	36	4666	4607
Union Street.....	187	215	2	0	23	46	4892	4540
Arlington.....	575	437	17	20	77	62	4246	4540
Park Street.....	677	625	12	2	96	144	3964	4019
Prospect Street....	240	209	0	1	35	39	2328	2058
Storrow.....	283	262	2	0	106	111	2860	2760
Berkeley Street....	87	74	2	2	22	33	1064	928
Walton .....	453	455	29	38	36	32	2116	2648
Newbury Street....	231	225	2	8	37	50	1156	1056
Harrington .....	264	216	0	0	23	37	2244	1894
Amesbury Street...	401	276	16	13	19	25	2635	2717
Hampshire Street..	193	134	38	76	53	49	1944	1556
Cross Street.....	207	128	8	0	60	67	1709	1654
Franklin .....	416	458	0	1	40	83	3660	2741
Riverside.....	178	136	1	8	37	46	1280	1033
Essex.....	454	308	6	7	179	189	2744	2626
Lowell Street.....	304	406	9	8	16	70	3369	2597
Washington .....	459	287	26	9	79	105	2681	2587
Training. ....	642	712	44	25	75	134	3872	6442
Total .....	9175	8814	272	295	2426	3328	81148	84864



## ORDER OF EXERCISES.

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For the Fifty-Third Anniversary of the Lawrence  
High School, Wednesday, June 29, 1904.

### PROGRAMME.

ACCOMPANIST, MARION C. NOON.

MARCH

COLUMBIAN ORCHESTRA

1. PILGRIM'S CHORUS—Form "Tannhauser." *Wagner*  
SCHOOL.

2. ADDRESS OF WELCOME,  
HAROLD W. LYALL.

3. CLASS HISTORY,  
MARION G. EARLE.

4. SONG—"The Gondolier." *Henry Smart*  
YOUNG LADIES.

5. FAREWELL ADDRESS,  
GREY H. WYMAN.

6. SONG—"The Home of Freedom." *G. F. Wilson*  
GLEE CLUB.

7. ADDRESS,  
REV. WILLIAM E. WOLCOTT.

8. Awarding of Diplomas and Hood and Perkins Prizes by  
Hon. John Breen, Vice-Chairman of the School Com-  
mittee.

8. PARTING HYMN,  
Words by MIRIAM N. FLANDERS.

## CLASS ODE.

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Four years we've toiled, four happy years,  
 And now we meet to part,  
 To say "farewell" to "nineteen four,"  
 So dear to each one's heart.

Chorus.

All hail to nineteen four, our class !  
 All hail to nineteen four !  
 We'll treasure in our loyal hearts.  
 The thought of nineteen four.

Oh! Let us live for all things true,  
 Let no dishonor lurk,  
 We'll rest assured, the race well run,  
 "The end shall crown our work."

Then stand for right, and fight the wrong,  
 Through pleasure and through pain,  
 We'll hope that in the coming years,  
 We oft may meet again.

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## CLASS OF 1904.

---

Elizabeth Frances Abbott,	Louis Call Jean,
Edward Arthur Anderson,	Mary Catheryne Jennings,
Ellen Veronica Arundel;	Ethel Jones,
Henry Washington Blackburn	William Keleher,
Adaline Marie Bresnahan,	Herbert Freeman Kimball,
Harrison Brown,	Michael Frances Lane,
Mabel Laura Bryant,	Frank Herman Lee,
Mary Ethel Bush,	Julia Teresa Lenane,
Byron Truell Butler,	Marion Lewis,

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Gertrude Mary Butler,	Annie Lord,
Conrad Joseph Callahan,	Harold William Lyall,
Laura Bertha Callison,	Michael Edward Lynch,
Percy Cheney Campbell,	Katherine M. A. Mahoney,
Augusta Steele Cheney,	William Henry McCarthy,
James Stuart Clarke,	Mary Christina McGowan,
Myrtis Mae Clough,	Ida Florence Mitchell,
William Henry Coash,	John P. H. Mulholland,
Mary Elisabeth Collins,	Marion Carter Noon,
Mary Elisabeth Collins,	Philip James O'Connell,
Grace May Cathleen Coveney,	Edward Ambrose O'Mahoney,
Albert Wood Craig,	Gertrude Veronica O'Sullivan,
Mary Elisabeth Crane,	Ella Mabel Reed,
Alice Frances Donovan,	William Fenton Roberts,
Arthur Wm. Laurence Dunn,	Edward James Scott,
Marion Gertrude Earle,	Josephine Mary Shea,
Charles Ashton Edmonds,	Carrie Dustin Simpson,
Charles Mason Farnham,	Elizabeth Marilla Small,
Agnes Marguerite Finegan,	William Armour Smith,
Miriam Nesmith Flanders,	George Caradine Somes,
Margaret Marie Flynn,	Daisy A. Stevens,
Charles A. E. Forster,	Charles Henry Stott,
Ethel Irene Fuller,	James John Sullivan,
Emily Louise Goldsmith,	Margaret Louise Sullivan,
Harold Stevens Gooding,	Elizabeth Anna Todd,
Elsie Rosamond Greenwood,	Robert Boardman Todd,
Etta Florence Hale,	Bertha Frederica Towey,
Florence Elizabeth Hall,	August Frederick Vietor,
Alice Lidwine Hayes,	Chas. Patrick Joseph Ward,
Mary Rita Higgins,	Natt Hazen Webster,
William Norton Holmes,	Herbert Julius Weiss,
Burchard Everett Horne,	Marion Clifton Wheelock,
Ewart Gladstone Horne,	Grey Huntingford Wyman.

## GRADUATING EXERCISES

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Of the Lawrence Evening High School,  
FRIDAY, MARCH 4, 1904.

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### PROGRAM.

Accompanist, Clara Lacasse.

PIANO DUET, "The Flight of the Witches" *H. M. Russell*  
EVA GAUTHIER, CORINNE LOUISE GAUTHIER.

ORIGINAL DÉCLAMATION, "Great Issues of To-day"  
ROBERT WILSON.

VOCAL SOLO, (a) "I Still am Longing" *E. M. Helemand*  
(b) "Moureen Oge Asthore" *Liela De Vre*  
WILLIAM MALONEY.

ESSAY, "The Uses of Adversity,"  
CORINNE LOUISE GAUTHIER.

PIANO DUET, "Pas de Charge" *Tits Mattei*  
CLARA LACASSE, CORINNE TETREAU.

ESSAY, "The Achievements of One Woman"  
ANNIE MABEL DAVIS.

ADDRESS TO GRADUATES,  
MR. JAMES D. HORNE.

PRESENTATION OF DIPLOMAS,  
MR. MICHAEL J. SULLIVAN,  
(Chairman of the Evening School Committee.)

CHORUS, "On the Move."

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CLASS OF 1904.

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Fred William Ammon,	Alphonse Joseph Labatte,
Agnes Mary Barrett,	Esther Hume Law,
William Patrick Barrett,	Mary Veronica McCarthy,
Aaron Berenson,	John James McCormick,
Roy Esty Blanchard,	Andrew McFarlane Morrison,
James Joseph Byrnes,	Miriam Rebecca Mosley,
Elizabeth Ann Callison,	Arthur Thomas Mullen,
Rudolph Philip Chabot,	Nora Genevieve Murphy,
Clayton Almon Colson,	Daniel William O'Brien,
Thomas Francis Comber,	Patrick Francis O'Brien,
Annie Mabel Davis,	Margaret Ellen O'Hara,
Mary Josephine Degnan,	Collette Palmer,
Ruth Elizabeth Donovan,	Robert Hugh Redpath,
Mary Frances Egan,	John Rothwell,
Annie Ruth Erbe,	Arthur Smith,
Albert Herman Franz,	George Stewart,
Hugh Joseph Gallagher,	John Joseph Sullivan,
Corinne Louise Gauthier,	James Patrick Tierney,
Fred Gould,	Gertrude Nellie Timson,
Fred Haulser,	Katherine Loretta Walsh,
Thomas Joseph Higgins,	Charles Adolph Wiegel,
Thomas Newman Keefe,	Robert Wilson.

## GRADUATING EXERCISES

Of the Lawrence Grammar Schools at City Hall,  
TUESDAY, JUNE 28, 1904.

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### PROGRAM.

Music by a chorus of graduates, assisted by E. B. Choate,  
Pianist, and the Columbian Orchestra.

1. MARCH.
2. ANTHEM, "Mighty Jehovah," *Bellini*
3. ADDRESS TO GRADUATES,  
REV. CHARLES C. EARLE.
4. SONG, "King of the Forest am I," *Henry Parker*
5. PRESENTATION OF DIPLOMAS.
6. CHORUS, "Over the Meadows Fair," *Geibel*

### NAMES OF GRADUATES.

#### OLIVER SCHOOL.

Francis E. Bannan,	Annie Kapelovitz,
Joseph O. Beaudry,	Thomas F. Keegan,
Bertha D. Birtwell,	Wilfred Kress,
Mary Bolton,	George S. Mahoney,
Mabel E. Brown,	Mary A. Mahoney,
Patrick J. Buckley,	Abbie E. Manahan,
William Burns,	Abrim Melineof,



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Philip K. Butterworth,	Jack Melineof,
James Burke,	Ivan C. Merrill,
May M. Callison,	Alice McElroy,
Thomas Carney,	Joseph H. McElroy,
Lena F. Chadwick,	Mary E. Norris,
Raymond Chase,	Daniel V. O'Connell,
Helen D. F. Colson,	Joseph V. O'Mahoney,
Edna L. Couch,	Harriet Partridge,
Francis T. Conway,	John D. O'Sullivan,
Gertrude L. Doyle,	Daniel W. Pillsbury,
Margaret L. Finegan,	John Powers,
Florence A. Finn,	Mary V. Rafferty,
Lawrence Ford,	Benjamin Rainwater,
Katherine S. Gowing,	William A. Raymond,
Irene G. Harrigan,	George F. Robjent,
Lucy Hershoff,	Ellen A. Scanlon,
Mary Hershoff,	Edwin H. Smith,
Ethel J. Hogg,	Eva M. Smith,
Ida M. Humphrey	Frank C. Sullivan,
Lewis Humphreys,	Grace G. Sullivan,
Orin Ives,	Alberta M. Thornton,
Marchas Jean,	Harold J. Waldron,
Helen M. Jeffrey,	Elsie A. Weiss,
Annie T. Judge,	Mildred C. Woodcock,

## PACKARD SCHOOL.

Margaret E. Ballantyne,	Annie V. Higgins,
William A. Barrell,	John H. Hill,
Isabel J. Benoit,	Gertrude M. Ingle,
Edward P. Bickford,	Ethel M. Kelsey,
Robert S. Bingham,	Edwin Lawton,
William W. Bolton,	Jane Lee,

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Ethel Boyd,	Agnes Logan,
Muriel H. Braithwaite,	Arthur B. Maxwell,
Agnes F. Buckley,	Elizabeth Maxwell,
Margaret A. Cantwell,	Catherine I. McCarthy,
Delia M. Cyr,	Mary Mitchell,
Gregory S. Dalton,	Kathryn R. Murphy,
Genevieve G. Donahue,	William J. O'Dowd,
Mary R. Donahue,	Marion E. Pike,
John I. Donovan,	J. Franklin Pineo,
Rose A. Donovan,	Mary J. Reed,
Byron S. Drew,	Cora E. Riley,
Everard S. Drew,	Samuel S. Sawyer,
Frank H. Dushame,	Daniel Saunders,
Joseph A. Fallon,	Arthur Sidebottom,
Annie A. Finlay,	Lora M. R. Simmers,
Roswell Gordon,	Frederic C. Smith,
Mary J. L. Haffner,	Alonzo C. Tacy,
Maude Hayworth,	Walter T. Wilson,
Edmund H. Winterbottom.	

## E. G. WETHERBEE SCHOOL.

Robert E. Adams,	John J. Higgins,
Florence J. Bacigalupo,	Mildred A. Kearn,
N. Frank Bailey,	William J. Keefe,
Mary M. Bateman,	John W. Keegan,
Claude W. Brown,	Julia A. Lynch,
M. Harriet Brown,	J. Ruth Manson,
Flora H. Carpilio,	Helen A. McCarthy,
Althea E. Clark,	Frances C. McCarthy,
Mary E. Costello,	Alexander L. McGilvery,
Anna T. Donovan,	Russell McJ.ay,
William E. Donovan,	Katherine F. McMahon,

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William J. Dowe,	Harry Meadowcroft,
Charles E. C. Driscoll,	John Mosson,
Elizabeth J. Elliott,	Patrick F. Phillips,
Ethel A. Farrington,	Elizabeth V. Proetz,
Maud J. Fletcher,	E. Ruth Rutter,
Ruth A. Gavin,	Adrien L. St. Laurent,
Grace Gould,	Edith A. Smith,
Wesley I. Hale,	Margaret M. Sullivan,
Roy S. Henderson,	Alice S. Todd,
Edwin J. Henriksen,	Julia E. Wholey,
Laurence J. Wilson.	

## BRUCE SCHOOL.

Mary S. Anderson,	Frederick A. Hilton,
Daisy L. Arnold,	Arthur S. Kent,
Lewis R. Ashton,	Myron W. Kimball,
Raymond C. Ballou,	Walter J. Keogh,
Gertrude J. Bardsley,	Marion S. Lane,
Rose F. Baril,	Burton A. Lytle,
Morris Baumstein,	Florence E. Luby,
Melville W. Beals,	Lawrence E. Luby,
Genevieve H. Binns,	Mary B. McGeoch,
Gertrude M. Blackburne,	Elsie A. Marsden,
H. Evelyn Bliss,	Caspar Martin,
William H. Bradbury,	Dennis L. Meehan,
May I. Bresnahan,	Harold O. Mosher,
Howard F. Briggs,	Ethel Newton,
Harry Burnham,	Harold R. Nowell,
Grace E. Calnan,	Thomas J. O'Brien,
Grace G. Carter,	Mary E. O'Connell,
Annie B. Cohen,	Amy E. O'Neil,
Esther L. Colby,	Rylance S. Platt, Jr.,

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Daniel F. Conlon,	Walter M. Platt,
May G. Cosgrove,	Ethel Powell,
Fred Dalton,	Aleta A. Prescott,
Herbert S. Dixon,	Helen F. Prescott,
Norman Elliot,	Sadie C. Rankin,
Samuel Ellis,	Alice L. Roche,
Helen P. Finn,	Florence B. Ryder,
Mary C. V. Fleming,	Marshall A. Ryder,
Eben W. Flint,	Dorothy S. Sellers,
Evelyn H. Fox,	Louis Shapiro,
Lily Garrat,	William Shiers,
Madge J. Glennon,	Winfield Shiers,
Lillie E. Griffin,	Laura G. Stone,
Arthur T. Hale,	James F. Trickett,
Bessie W. Head,	Russell A. Wyldé,
Henrietta Helberg,	David Yule.

## TARBOX SCHOOL.

Kenneth L. Baker,	Bertha A. Hannagan,
James L. Batts,	Eleanor T. Harkness,
George D. Barry,	D. Harry Horrocks,
Annie C. Clark,	Albert L. Kennedy,
Mildred I. Coleman,	Alfred Knapton,
Ernest Chapman,	Ralph Knapton,
Grace Davis,	Alice L. Morgan,
Harold DeCourcy,	Margaret T. Mullen,
George F. Digman,	Sara V. Murphy,
Margaret M. Daley,	Ernest R. Petzold,
Pauline Donigan,	Francis A. Ralton,
John J. Donovan,	Margaret Ratcliffe,
Minnie Dreisel,	Elsa E. Schober,

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John J. Dwane,	Mary S. Sweeney,
Percy B. Ellis,	George A. Tetreau,
Catherine C. Fingleton,	Francis L. Walker,
Timothy M. Flemming,	Ida A. Weisner,
Flora Frisch,	Howard S. Willis,
John J. Gallagher,	Elsie Wood,
Hattie Graichen,	Joshua A. Tillotson.

## ROLLINS SCHOOL.

Oswald A. Boehm,	Henry J. McDade,
Gertrude C. Ball,	Mildred E. McDade,
Robert A. Borneman,	Richard A. McNiece,
Needham B. Brown,	Isabel A. Miller,
Mildred L. Colby,	Elizabeth F. Mallen,
Lawrence Cunningham,	Alice E. Molyneaux,
Joseph E. Carroll,	Margaret Maguire,
Mabel E. Cassidy,	Herman G. Meinelt,
Walter Dick,	Marion G. Manahan,
Elsa J. C. Dick,	Wilbur R. Morehouse,
Joseph V. Doyle,	Robert B. Otto,
Caroline M. Engstrand,	Mina V. Paul,
Allen H. Elward,	Herold A. Pfefferkorn,
Amelia E. Edmonds,	Elizabeth W. Robb,
Margaret A. Evans,	William A. Robinson,
Lydia P. Franz,	William P. Rutter,
Herold R. Frederick	Alice Swan,
Bertram A. Foster,	Mary Scanlon,
George E. Greenhalge,	Elizabeth Seifert,
Esther M. Gesing,	Mary L. Sheehan,
Lillian A. Garris,	Herbert Smith,
Bertha A. Grimes,	Ethel J. Temple,
Gertrude Hall,	Anne E. Towey,

William A. Hartig,	Margaret A. Thomas,
Helen G. Hyland,	Edward G. Vogt,
Herbert Kissling,	Harold I. Wiley,
Edgar E. LaFontaine,	Willa E. Wingate,
Bradford K. Whittier,	Alice G. Weiss,
Edith C. Ward.	



## TEACHERS.

IN SERVICE DECEMBER 31, 1904.

(The numerical letters designate the year or grade.)

### HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 58 Saunders St., <i>Civics.</i>	'94	\$2,800
Edward S. Riley, Sub-Master, 185 Bailey St., <i>Chemistry, Physics.</i>	'92	1,700
Ada Lear, 82 Bradford St., <i>Latin, Greek.</i>	'73	1,000
A. L. Fulkerson, 12 Summit Ave., <i>Manual Training.</i>	'95	1,300
Elizabeth O'Leary, 21 East Haverhill St., <i>German.</i>	'96	1,000
Ella M. Robinson, 45 Avon St., <i>French.</i>	'96	900
Alice B. Macdonald, 27 Holton St., <i>English.</i>	'96	1,000
Ernest C. Jewell, 463 Lowell St., <i>Mathematics.</i>	'97	1,200
S. Ella Penniman, 488 Broadway, <i>Greek, Latin.</i>	'97	800

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Martha D. Tracy, 139 Franklin St., <i>Latin, English.</i>	'97	850
Gertrude M. Hall, 28 Milton St., <i>English.</i>	'97	850
Susan T. O'Connor, 19 Logan St., <i>English.</i>	'99	750
Noelia Dubrule, 57 Bradford St., <i>French.</i>	'04	700
Michael J. Mann, 36 White St., <i>Algebra.</i>	'04	700
Bertha A. Merrill, 39 Abbott St., <i>English, Algebra.</i>	'01	700
Katherine R. Regan, No. Andover, <i>Geometry.</i>	'01	700
Sarah L. Peckover, 10 Lea St., <i>Book Keeping, Algebra.</i>	'03	700
Carleton E. Preston, 1000 Essex St., <i>Natural Science.</i>	'03	1,100
Anna T. Mulholland, 393 Hampshire St., <i>Stenography and Typewriting.</i>	'04	500
Dennis E. Callahan, 69 Exeter St., <i>Latin.</i>	'02	800
Edward F. Cregg, 163 Bailey St., <i>History.</i>	'02	800
Harriet C. Lord, 86 Ames St., <i>English, Algebra, History.</i>	'04	700
August Sonntag, 129 Newbury St., <i>Latin and German.</i>	'03	900

## OLIVER SCHOOL.

(Haverhill Street opposite Lawrence Common.)

*Includes elementary grades above the fifth, between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

Laurence J. O'Leary, Master, 108 Trenton St.,	'01	\$1,400
Harriett A. McKone, VIII, North Andover,	'87	600
Katherine M. Kenney, VIII, 101 Oak St.,	'81	600
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	600
Flora I. Doble, VII, 35 Berkeley St.,	'93	600
Grace L. Conlin, VII, 33 Belmont St.,	'01	500
Mary A. Sullivan, VII, 357 Oak St.,	'02	550
Ella F. Arthur, VI, 305 Lowell St.,	'98	550
Marie W. Collins, VI, 62 Avon St.,	'94	550
Emily V. Brooks, VI, 85 East Haverhill St.,	'95	550
May I. Lawlor, VI, 100 Bennington St.,	'01	500

## ALEXANDER B. BRUCE SCHOOL.

Ames Street, (between Olive and Byron Avenues.)

*Includes all elementary grades above the fifth year, west of M. & L. R. R., and first and second year grades west of Milton Street.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$1,900
Sarah A. Barlow, VIII, 48 Washington St.,	'87	600
Camelia A. Howe, VIII, Methuen,	'96	600
Mabel F. Noyes, VII, Methuen,	'90	600
Minnie A. Brown, VII, 490 Haverhill St.,	'95	550
Ida L. Freeman, VI, 503 Haverhill St.,	'93	600
Manora A. Bradford, VI, 20 Concord St.,	'96	500

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Mary F. Foster, VI, 304 Lowell St.,	'94	550
Emma Stewart, V, 55, Bodwell St.,	'95	500
Edna A. Skinner, V, Methuen,	'97	500
Elisabeth Entwistle, V, 3 Caulkins' Ct.,	'97	500
Ellen C. Tobin, V, 480 Hampshire St.,	'96	500
Lydia H. Mahoney, I, 168 Margin St.,	'00	500

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### PACKARD SCHOOL.

Parker Street, (Between Abbott and Bailey Streets.)

*Includes all elementary grades above the second, east of B.  
& M. R. R., in South Lawrence.*

John J. Mahoney, Master, 352 Oak St.,	'03	\$1,400
Margaret G. Scanlon, VIII, 347 Salem St.,	'84	600
Ellen L. Toye, VIII, 240 Andover St.,	'82	600
Nellie S. Winchester, VII, 31 East Haverhill St.,	'94	600
Jennie A. McManus, VII, 291 South Broadway,	'94	600
Mary J. Shinnick, VI, 44 Osgood St.,	'97	550
Catherine G. O'Leary, VI, 242 Salem St.,	'95	550
Jessie E. Simpson, VI, 124 Bailey St.,	'95	600
Mary E. Harrington, V, 110 Newton St.,	'92	450
Helen F. Spring, V, 332 Broadway,	'99	500
Anna A. Toye, IV, 240 Andover St.,	'93	500
M. Elizabeth Church, IV, 42 Salem St.,	'03	450
Gertrude L. O'Connell, assistant, 59 Osgood St.,	'03	450
Mary E. Flanagan, 26 Kingston St.,	'03	450

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### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street.)

Ellen T. Cooney, IV, 78 Springfield St.,	'01	\$500
Helen F. Gainey, III, 1 Kingston St.,	'00	500

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Helen F. Hughes, III, 222 South Union St.,	'00	500
M. Eva Russell, III, Methuen,	'99	500

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## JOHN R. ROLLINS SCHOOL.

Howard Street, (corner of Platt.)

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 57 Jackson St.,	'96	\$1,700
Maria Smith, VIII, 11 Berkeley St.,	'91	600
Mary Eastham, VII, 33 Woodland St.,	'88	600
Eleanor C. O'Connor, VII, 19 Logan St.,	'03	450
Mabel L. Cate, VII, 334 High St.,	'85	600
Mary A. Mahoney, VII, North Andover,	'93	600
Emma J. Baker, VI, Methuen,	'89	550
Catherine L. Fitzpatrick, VI, 283 High Street,	'94	550
Ellen C. Greene, VI, 5 Haverhill St.,	'95	550
Isabel F. Robbins, V, 78 East Haverhill St.,	'96	500
Alice E. Gill, IV, 33 Jackson St.,	'97	500
Lena A. Nolan, V, Andover,	'98	500
Margaret S. Brown, V, 265 Jackson St.,	'99	500
Ella M. Eastman, IV, 82 Eutaw St.,	'01	500
* M. Elizabeth Carroll, assistant, 297 High St.,	'03	400

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## JOHN K. TARBOX SCHOOL.

Alder Street, (corner of Walnut.)

*Includes all elementary grades above the third, west of Bruce Street, north of Spicket River.*

A. E. Baker, Master, 133 Haverhill St.,	'03	\$1,700
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\*LEAVE OF ABSENCE.

Helen Golden, VIII, 203 Haverhill St.,	'93	600
Nora A. McNulty, VII, 129 Lexington St.,	'94	600
Katherine A. Hynes, VII, Methuen,	'98	600
Mary A. Kennedy, VII, 181 Park St.,	'00	600
Therese A. Lane, VII, 91 Bennington St.,	'93	600
Margaret M. O'Neil, VI, 147 Franklin St.,	'95	550
Theresa M. Twomey, VI, 180 Park St.,	'99	550
Mary L. Cotter, VI, 58 Exchange St.,	'97	500
Margaret A. Brouder, V, 139 Arlington St.,	'98	500
Nellie M. Reardon, V, 44 Manchester St.,	'99	500
Catherine F. Flanagan, IV, 32 Bradford St.,	'98	500
Mary F. Deacy, V, 133 Lexington St.,	'00	500
Laura A. D. Lord, V, 13 Cross St.,	'02	450
Bertha Bertolle, V, 386 Essex St.,	'02	450

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of the B. & M. R. R. in South Lawrence.*

John F. Higgins, Master, 182 Hampshire St.,	'01	\$1,600
Mary F. Collins, VIII, 55 South Broadway,	'93	600
H. Frances McDonnell, VIII, North Andover,	'96	600
Grace M. Nesbitt, VII, 250 Jackson St.,	'99	600
Marietta Shanahan, VII, 279 Salem St.,	'88	600
Ida B. Hagar, VI, 40 Cambridge St.,	'99	550
Nora R. O'Neil, V, 11 Phillips St.,	'97	500
Ellen T. Holland, V, 15 Brookfield St.,	'01	500
Lauretta M. McCabe, VI, 17 Margin St.	'99	550
Katherine M. Nolan, IV, Andover,	'98	500



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Mary F. Hines, IV, 110 Blanchard St.,	'02	450
Elizabeth F. Donovan, Assistant, 3 Temple St.,	'03	450

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### DANIEL SAUNDERS SCHOOL.

South Broadway, (near Andover Street.)

*Includes first three grades west of B. & M. R. R., in South Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$650
Carrie J. Pingree, III, 250 Andover St.,	'81	500
Anna V. Healey, III, 342 South Broadway,	'91	500
M. Elizabeth Dowd, III, 152 Salem St.,	'92	500
Mollie B. Marsh, II, 334 Andover St.,	'95	500
Mary H. Callahan, II, 69 Exeter St.,	'96	500
Georgie M. Follansbee, II, 38 Cambridge St.,	'99	500
Jennie M. Quealey, I, 391 Broadway,	'99	500

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### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street, (near South Broadway.)

Margaret G. O'Brien, I, 23 Cross St.,	'98	\$500
Josephine A. Kelley, I, 88 Newton St.,	'63	500
Nellie S. Stackpole, I, 66 Abbott St.,	'95	500
Alice McKenney, I, 46 Abbott St.,	'00	500

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### UNION STREET SCHOOL.

Andover Street, (near South Union Street.)

*Includes first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	500

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Maud Vatter, II, 22 Albion St.,	'91	500
Margie C. Connor, I, 144 Bailey St.,	'99	500
Genevieve A. McConnor, I, 23 Foster St.,	'02	500
Ella M. Churchill, I, 11 Cedar St.,	'99	500
Edith L. Whittemore, Assistant, 5 Springfield St.,	'02	450
Grace V. Desmond, Assistant, 15 Springfield St.,	'02	450
Edna L. Stratton, Assistant, 69 Garfield St.,	'02	450
Stella A. Maffett, Assistant, 384 Andover St.,	'04	400

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## ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between  
Broadway and Bennington Streets.*

Bridget A. Halley, Principal, 46 Avon St.,	'86	\$650
Letitia Wilcox, IV, North Andover,	'96	500
Lola F. Clifford, III, 115 Spruce St.,	'97	500
Helen M. Bean, III, 54 Holly St.,	'62	500
Elizabeth F. Conway, III, 114 Saratoga St.,	'88	500
Grace F. Conway, II, 1 Tremont St.,	'89	500
Katherine W. Murray, I, 16 Highland St.,	'98	500
Mary M. Butler, I, 93 Bradford St.,	'99	500
Ellen M. Murphy, I, 128 Franklin St.,	'04	400
Ellen C. Dunn, IV, 87 Cross St.,	'94	500
Agnes E. English, IV, 53 Holly St.,	'03	450
Jessie R. Brown, Assistant, 490 Haverhill St.,	'01	500
Grace W. Wadsworth, Assistant, 65 Tremont St.,	'03	500

## PARK STREET SCHOOL.

Park Street, (between Lexington and Trenton Streets.)

*Includes first four grades between Jackson and Bennington Streets, north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.,	'77	\$550
Elizabeth J. Callahan, IV, 117 Oak St.,	'83	500
Mary E. Corkhill, III, 234 Park St.,	'01	500
Eleanor F. Sullivan, III, 106 Oak St.,	'00	500
Florence L. Abbott, II, 50 Thorndike St.	'95	500
Agnes A. Ashe, II, Methuen,	'98	500
Helen S. Chubb, I, 109 Berkeley St.,	'91	500
Margaret M. Griffin, I, 207 Chestnut St.,	'02	450
Margaret G. Kennedy, Assistant, 49 Willow St.,	'97	500

## PROSPECT STREET SCHOOL.

East Haverhill Street, (corner of Prospect Street.)

*Includes first three grades east of Jackson Street and north of Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill St.,	'74	\$550
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	500
Martha J. Sargent, I, 168 East Haverhill St.,	'88	500
Elizabeth H. Stannard, I, 118 East Haverhill St.,	'85	500
*Rachel H. Stannard, Assistant, 118 East Haverhill St.,	'00	450
M. Evelyn Josselyn, Assistant, 1 Methuen St.,	'01	500
Elizabeth Lawlor, Assistant, 100 Bennington St.,	'03	450
Alice T. Keefe, Assistant, North Andover,	'00	500
Nora G. Cullinane, Assistant, 17 Currier St.,	'03	450

\*LEAVE OF ABSENCE.

## BERKELEY STREET SCHOOL.

Berkeley Street, (near Berkeley Court.)

Mabel M. Mullen, Principal, IV, 258 Jackson St.,	'00	\$550
Ethel C. Ramsey, II, 263 Jackson St.,	'98	500
Kathleen C. Doheny, III, 265 Haverhill St.,	'98	500
Maria T. Cogger, IV, 265 Haverhill St.	'99	500

## STORROW SCHOOL.

Storrow Street, (near Storrow Park.)

*Includes first four grades south of Platt Street and east of Spicket River.*

Hattie B. Collins, Principal, V, 110 East Haverhill St.,	'78	\$600
Alice Eastman, IV. 33 Woodland St.,	'95	500
Alice L. Trott, III, 34 Marston St.,	'91	500
Margaret W. Mowatt, II, 57 High St.,	'97	500
Josephine M. Lundberg, I, 293 Broadway,	'02	450
Mary E. Geraghty, III and II, 25 Allen St.,	'02	450
Annie M. Fisher, Assistant, 115 Newbury St.,	'03	450
Mary G. Doyle, Assistant, 82 Avon St.,	'03	450
Emma M. Ramsay, Assistant, 137 Park St.,	'03	450

## WALTON SCHOOL.

Methuen Street, (corner Newbury Street.)

*Includes first three grades between Spicket River and Jackson Street, south of Summer Street.*

Elizabeth T. DeCourcy, Principal, III, 203 Haverhill St.,	'90	\$550
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Nellie M. Stoddard, II, 86 Jackson St.,	'77	500
Grace E. Eastman, I, 37 Summer St.,	'98	500
Bessie G. Gainey, I, 1 Kingston St.,	'01	500
Hannah T. Curtin, Assistant, 6 Daisy St.,	'03	450
Anastatia G. O'Brien, Assistant, 53 Bennington St.,	'03	400
M. Josephine Nichols, Assistant, 215 Elm St.,	'04	400
Isabella Barrie, Assistant, 5 Durant St.,	'04	400

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## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket River.*

Nellie E. Smart, V, Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 63 Newbury St.,	'83	500
E. Mabel Andrews, IV, 30 Summer St.,	'95	500
Enah T. Orff, IV, 154 Newbury St.,	'03	450

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## HARRINGTON SCHOOL.

Newbury Street, (corner Elm Street.)

*Includes first three grades between Jackson Street and the Spicket River, north of Summer Street.*

Leslie Dana, Principal, III, 7 East Haverhill St.,	'76	\$550
Florence D. Hall, II, 100 Saunders St.,	'84	500
Margaret E. Loftus, II and I, 153 Newbury St.,	'93	500
Ada L. Riordan, I, 41 Mechanic St.,	'96	500
Anne F. Churchill, Assistant, 197 Oak St.,	'02	450
Josephine M. McQuade, Assistant, 142 Saratoga St.	'03	400

## AMESBURY STREET SCHOOL.

Amesbury Street, (corner of Lowell Street.)

*Includes first two grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

Ellen M. Dooley, Principal, II, 144 Jackson St.,	'91	\$550
Mary E. Leary, II, 203 Haverhill St.,	'88	500
Genevieve M. Tierney, I, 21 Tremont St.,	'95	500
Mary G. Brogan, I, 177 Jackson St.,	'97	500
Grace I. O'Neil, Assistant, 40 Oak St.,	'03	450

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.	'81	\$600
Josephine L. Chase, IV, 13 Morton St.,	'82	500
Anna C. Lane, III and IV, 91 Bennington St.,	'95	500
Helen G. Kennedy, III, 91 Newbury St.,	'96	500

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R. south of Spicket River.*

Pamelia J. Ladd, Principal, V, 72 Bradford St.,	'67	\$600
Grace A. O'Connor, V, 40 Fairmont St.,	'96	500
Mattie M. Hatch, IV, 27 Cross St.,	'92	500
Mary A. Mahony, IV, 65 Bradford St.,	'96	500



## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street.

*Includes first three grades east of M. & L. R. R., west of  
Hampshire Street, south of Cedar and Florence Place.*

Caroline G. Donovan, Principal, III, 56 Bradford St.,	'95	\$550
Edith M. Messer, II, 579 Haverhill St.,	'87	500
Margaret L. Shanahan, I, 7 Lowell St.,	'96	500
Mary A. V. Farley, I, 98 Bradford St.,	'96	500
Caroline S. Brady, Assistant, 34 Cedar St.,	'98	500

## ESSEX SCHOOL.

Head of Essex Street.

*Includes third and fourth grades west of M. & L. R. R.,  
between Water Street and Cemetery.*

Annie F. McDermott, Principal, 460 Lowell St.,	'81	\$650
Annie M. Kennedy, IV, 40 Reservoir St.,	'00	500
Elizabeth Stafford, IV, 78 Butler St.,	'96	500
L. Florence Kennedy, IV, 759 Essex St.,	'01	450
Florence E. Griffin, III, 56 Bradford St.,	'78	500
Daisy E. Stevens, III, 98 Auburn St.,	'02	450
*Laura K. Prescott, III, 608 Haverhill St.,	'02	500
Emma F. Churchill, III, 11 Cedar St.,	'04	400
Lillian Holtham, III, 67 Bodwell St.,	'03	450
Mary L. Scanlon, III, 116 Maple St.,	'04	400

## WARREN STREET SCHOOL.

I. Mae Magoon, II, 26 Butler St.,	'03	450
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\*LEAVE OF ABSENCE.

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Maude Gorman, II, 6 Royal St.,	'03	450
Margaret M. Crowley, I, 610 Lowell St.,	'03	450

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### RIVERSIDE SCHOOL.

School Street, (corner Doyle Street.)

*Includes first two grades west of M. & L. R. R., and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.,	'85	\$550
Grace E. Kingston, II, 58 Bellevue St.,	'94	500
Ellen I. McCartin, Assistant, 50 Warren St.,	'01	500
Elsie R. Houston, Assistant, 216 Broadway,	'01	500

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### LOWELL STREET SCHOOL.

Warren Street, (corner Lowell Street.)

*Includes first grades west of M. & L. R. R., north of Essex St., south of Haverhill St. and east of Milton St.*

Mary A. Dame, Principal, II, 614 Haverhill St.,	'73	\$550
Anne S. Lane, II, 79 Butler St.,	'80	500
Cora A. Miles, I, 33 Railroad St.,	'02	450
Anna J. Murray, I, 36 Warren St.,	'96	500

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### WASHINGTON SCHOOL.

Manchester Street, (corner Washington Street.)

*Includes first three grades east of M. & L. R. R., west of Hampshire St., south of Spicket River, north of Cedar St. and Florence Place; also west of M. & L. R. R., north of Haverhill St., and east of Forest St. and the cemetery.*

Elizabeth F. Devlin, Principal, 15 Cross St.,	'86	\$600
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Elizabeth S. McGregor, III, 13 Lake St.,	'99	500
Lizzie M. Crabtree, II, 83 Warren St.,	'92	500
Sara A. White, II, 48 Holly St.,	'97	500
Alice V. Fitzgerald, I, 353 Broadway,	'00	500
Mabel J. Cheney, I, North Andover,	'94	500
K. Agnes Donovan, Assistant, 94 Bradford St.,	'94	400

## TRAINING SCHOOL.

Oak Street (rear Oliver School.)

*Includes first six grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.*

Leila M. Lamprey, Principal, 277 Haverhill St., '83 \$1,100

### ASSISTANTS.

Ella F. Eastman, 37 Summer St.,	'80	\$750
Annie L. O'Connor, 10 Whitman St.,	'93	700
Emma J. Greenwood, 184 Jackson St.,	'96	600

### SUB-TEACHERS.

Oliver 13 Jennie M. Kerr, V, 10 Forest St.

Alice W. O'Connor, 19 Logan St.

Oliver 14 Elizabeth J. Hartwig, IV, III, 154 Newbury St.

Ellen M. O'Connell, 166 Bailey St.

Oliver 15 Ella M. Hayes, IV, 42 Melrose St.

Edith J. Sargent, 168 East Haverhill St.

### Training

Room 1 Carrie A. Grimes, III, 6 Reservoir St.,  
Agnes L. Sargent, Methuen.

Room 2 Alicia T. Quealy, II, 391 Broadway.  
Josephine E. Lawlor, 100 Bennington St.  
Carolyn L. White, North Andover.

Room 3 Helen Campbell, II, 19 Howard St.

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	Katherine L. Moynihan, Andover.	
Room 4	Mary A. Herhily, I, 78 Chestnut St.	
	Katherine Regan, Prospect St.	
Room 5	Ada B. Locke, I, 206 Boxford St.	
Room 6	Bertha E. Holtham, I, 67 Bodwell St.	
	Ina P. Washburne, 39 Cross St.	

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### DIRECTORS OF MUSIC.

William W. Keays, Melrose, Mass.,	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.,	'99	800

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### DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.,	'91	\$1,500
Annie T. McCarthy, 265 Haverhill St.,	'02	700

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### SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Ave.,	'99	\$1,200
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### TEACHER OF ELOCUTION.

#### HIGH SCHOOL.

Bertha M. Robinson, 7 Campo Seco St.,	'01	650
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### TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$500
Gertrude M. Joyce, 34 Berkeley St.,	'86	500
Eleanor E. Qualey, 391 Broadway,	'01	500

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EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

Augustine X. Dooley, Principal.

Edward S. Riley,	John O'Mahoney,
Walter O. Jewell,	John P. Whalen,
Edward P. Morton,	Anna E. Field,
Mary A. Bailey,	Michael A. Sullivan,
Daniel A. Arundel,	Cornelius J. Mahoney,
Daniel J. Murphy,	Walter T. Rochfort,
Florence Fremmer,	John A. McGilvery,
Mary O'Sullivan,	Helen M. Sawyer,
Myra H. Church,	Frances M. Brainerd.
Elizabeth Carroll,	

*Drawing.*

A. W. Scribner,	Albert S. Huntress,
	Fred W. Colman.

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## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Edward J. Wade, Jr., Assistant Principal.

Wesley B. Lindner,	Grace M. Hanrahan,
Z. A. Berthiaume,	Nonie M. Ahern,
Fred H. Matthes,	Mary A. Linehan,
George McLane,	Lizzie J. Carroll,
William J. Delaney,	Valeda E. Marier,
William J. Quigley,	Katie McKenna,
Joseph LaFrance,	Eva Morache,
Helen R. O'Brien,	Ellen M. Quigley,
Frances O'Herlihy,	Mary E. Daley,

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Hugh McConnor,	May Kittredge,
Arthur A. Auger,	Luke Devaney,
D. W. Hoff,	Louis A. Kane,
Grace Sampson,	Charles A. McCarthy,
Louise S. Halley,	James A. Dowd,
Alicia T. Quealey,	Katherine A. Twomey,
Helen Gallagher,	Annie V. Dunn,
Nettie M. Murray,	Bertha L. Morse,
Katherine G. O'Brien,	Julia N. Collins,
Mary J. Conway,	Helen S. McGregor,
Marie McDonnell,	Anna A. Murphy,
Margaret E. Tierney,	Mary E. Clifford,
Mary McSweeney,	Lillian B. Haverty.

## ESSEX SCHOOL.

Frederick C. Wainwright, Principal.	
Edward McAnally,	Hormidas Girard,
Margaret Brennan,	Minnie Kingston,
Mary G. McCabe,	Elizabeth C. Miles.

## PACKARD SCHOOL.

Joseph Donovan, Principal.	
T. H. Vincent,	W. J. Graham,
Mary Hannon,	James W. Sewell,
Louise M. O'Connell.	

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 TRUANT OFFICERS.

JAMES R. MCGOWAN, 14 Berkeley Street.

E. J. CATE, 142 Howard Street.

MICHAEL SULLIVAN, 357 Oak Street.

Office at Old High School Building. Hours: 7.45 to 8.30 A.  
M., and 11.15 A. M. to 12 M., and 4 to 5 P. M. Visit out



stations each day: John R. Rollins School for Prospect Hill schools; at Packard and Emily G. Wetherbee for South Side schools; at Bruce School for schools west of railroad; at Cross Street for schools east of railroad and west of Amesbury and White Streets. All other schools report at office.

## JANITORS.

*Harrington School,	}	John W. Carroll, 185 Essex St.
Walton School,		
Newbury Street School,		
Prospect School,	}	John Dolan, 121 Elm St.
*Harrington School,		
Oak Street School,		
Hampshire Street School,	}	Michael P. Higgins, 16 Berkeley St.
Park Street School,		
Riverside School,	}	R. G. Newton, 9 Mer'm'ck View.
Essex School,		
Lowell Street School,	}	William Butler, 32 Warren St.
Warren Street School,		
Packard School,	}	John Scannell, 7 Chester St.
Packard School Annex,		
Union Street School,	}	Thos. J. McLoughlin, 52 Cambridge St.
High School,	}	Andrew J. Dunn, 21 Buswell St. Patrick Fitzpatrick, 291 Elm St.
Oliver School,	}	Patrick Murley, 283 Elm St. Michael J. Clark, 79 Concord St.
Washington School,	}	John Hayes, 236 Lawrence St.
Arlington School,		

\*Work of Janitors divided.

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John R. Rollins School,	Waldo H. Lesure, 5 Home St.
John K. Tarbox School,	John Haggerty, 196 Park St.
Manual Training School,	Mich'l McCarthy, 55 Osgood St.
Emily G. Wetherbee School,	} Daniel Donovan, 222 Salem St.
Daniel Saunders School,	} M. F. Donovan, 446 Andover St.
Daniel Saunders School, Annex,	
Cross Street School,	} William M. Summers, 120 Amesbury St.
Franklin School,	
Amesbury Street School,	
Berkeley Street School,	Wm. Fisher, 304 High St.
Arlington Annex,	Arthur C. Hey, 593 1-2 B'way.
Alex. B. Bruce School,	William S. Ford, 27 Byron Ave.
Storrow School,	Patrick Moran, 128 Essex St.

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## CALENDAR.

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The first term of the present school year began Tuesday, September 6, and continued sixteen weeks, ending Friday, December 23.

The second term will begin January 2, 1905, and will continue eight weeks, ending Friday, February 24, 1905.

The third term begins Monday, March 6, and continues eight weeks, ending Friday, April 28.

The fourth term will begin Monday, May 8, and continue eight weeks, ending Thursday, June 29.

The first term of the next school year will begin Tuesday, September 5, 1905, and continue sixteen weeks, ending Friday, December 22.

### HOLIDAYS.

New Year's Day, Washington's Birthday, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs March 1, the week in which occurs May 1, and the period in summer from June 29 to September 5.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M. or at 6.30 P. M., indicate that the sessions of the schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE.

## FOR 1905.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. CORNELIUS F. LYNCH, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

BERNARD M. SHERIDAN, Tel. 100

*Secretary*

### MEMBERS.

		Term Exp.
<i>Ward 1.</i>	OTTO MULLER, Tel. 539-3, 108 East Haverhill Street.	1905
	HUGO E. DICK, Tel. 622-2, 129 Newbury Street.	1905
<i>Ward 2.</i>	CLINTON O. ANDREWS, Tel. 201-3, 10 Albion Street.	1905
	WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1907
	JOHN A. KENNEDY, 181 Park Street.	1907
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268-4, 182 Hampshire Street.	1907
	JOHN H. BANNON, M. D., Tel. 853-3, 19 Green Street.	1907
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1906
	WILLIAM HENDRY, 17 Essex Avenue.	1906
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1906
	PHILIP A. MCCARTHY, Tel. 632, 55 Osgood Street.	1906

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Mahoney, Dick and Dr. Bannon.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Muller, McCarthy, Rowell and Kennedy.

PRIVATE SCHOOLS—Messrs. McCarthy, Breen, Hendry and Andrews.

EVENING SCHOOLS, DRAWING AND PENMANSHIP—Messrs. M. J. Sullivan, Hendry, Muller, Andrews, Kennedy and Dr. Bannon.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dick, Rowell and Dr. Bannon.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Muller, McCarthy, Andrews and Kennedy.

RULES—Messrs. Rowell, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Muller, Hyde, Kennedy, Rowell and Dr. Bannon.

SALARIES—Messrs. Hendry, Breen and McCarthy.

MANUAL TRAINING—Messrs. Andrews, Mahoney and Dick.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Muller and Dick.

Newbury Street, Harrington, Oak Street Training and Park Street Schools—Messrs. Andrews and Rowell.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Bannon.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.





FIFTY-NINTH  
ANNUAL REPORT

OF THE  
SCHOOL COMMITTEE

OF THE  
CITY OF LAWRENCE

MASSACHUSETTS

1905



REGISTER PUBLISHING COMPANY

1906

# SCHOOL COMMITTEE

## FOR 1905

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

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HON. JOHN BREEN,	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,	<i>Secretary</i>

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WILBUR E. ROWELL, Tel. 41-11, 96 Saunders Street.	1905
<i>Ward 3.</i> JOHN BREEN, Tel. 241-3, 369 Oak Street.	1907
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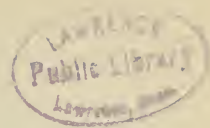
Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Bannon.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.

NOTE.—At the regular meeting of the School Committee held December 28, 1905, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.



# SUPERINTENDENT'S REPORT.

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LAWRENCE, MASS., December 28, 1905.

*To the School Committee of Lawrence :*

I have the honor of submitting to you my second annual report of the Public Schools of Lawrence, which forms the fifty-ninth of the series of annual reports of this department.

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## FINANCIAL STATEMENT—1905.

### RECEIPTS.

Appropriation by City Council.....	\$180,000 00
For tuition and sale of text-books....	275 46
Donation, Woman's Club, Vacation	
Schools .....	100 00
Overcharge, bill for Scribner's Sons...	43 20
Overdraft .....	36,533 41
	<hr/>
	\$216,952 07

### EXPENDITURES.

Salaries of Teachers.....	\$161,375 80
Salaries of Janitors.....	16,449 25
Salary of Superintendent.....	3,000 00
Salaries of Truant Officers.....	3,066 66
For text-books .....	6,031 39
For supplies .....	8,554 91
For fuel .....	15,119 55
For incidentals .....	3,354 51
	<hr/>

\$216,952 07

Following is a comparative estimate of expenditures for the years 1905 and 1904:—

	Expended during 1905	1904	Increase	Decrease
Salaries of teachers.....	\$161,375.80	\$160,878.63	\$ 497.17	\$
Salaries of janitors.....	16,449.25	15,707.50	741.75	
Salary of superintendent....	3,000.00	3,000.00		
Salary of truant officers....	3,066.66	3,000.00	66.66	
For text-books.....	6,031.39	4,567.97	1,463.42	
For supplies.....	8,554.91	8,123.87	431.04	
For fuel.....	15,119.55	17,142.20		2,022.65
For incidentals.....	3,354.51	3,726.11		371.60
Totals.....	\$216,952.07	\$216,146.28	\$3,200.04	\$2,394.25

In 1904, this department spent the sum of \$216,146.28. The estimate of expense for 1905, submitted to the City Council, amounted to \$222,024.50. The City Council appropriated the same amount it assigned to our department five years ago and has assigned every year since—\$180,000. This year, instead of exceeding the estimate, our expenditures have fallen considerably short of it. In making up the salary budget for 1905, we added to the pay-roll amounts for 1904 the increases in salaries which under the schedule would become effective during 1905. Later we found that in January of 1904 teachers were paid for five weeks' service in order to make up for a three-week payment the September previous. This increased the salary amounts for 1904 by three thousand dollars over the normal amount, and hence our estimate, based upon it, was larger than called for. This year, too, a decrease of over eighty cents a ton in the contract price of coal made the ex-



penditure for fuel a good deal lower than our estimate for the same, and the contractor's failure to deliver the whole order before the December bills were approved leaves the payment of about one thousand dollars to be borne on next year's account. The excess of expenditure over estimate in the items of text-books and supplies is partly accounted for by the unexpected outlay of over seven hundred dollars for a new text-book in spelling, adopted by the Board, and by the necessary purchase of new books for the Hood School. Besides, the time had come when the renewal of many text-books could not be longer postponed. A skimping policy in the matter of supplying schools with text-books is in my judgment neither wise educationally nor sound financially.

The following table shows the amounts expended annually during the last ten years, and excess of each year's expenditure over that of the year before:—

Year	Total Expenditure	Increase Over Previous Year
1895.....	\$133,620.13	\$13,706.02
1896.....	144,814.58	11,194.45
1897.....	160,132.62	5,318.04
1898.....	167,148.30	7,015.68
1899.....	165,849.39	1,298.91*
1900.....	181,253.18	1,127.08
1901.....	185,802.54	14,549.63
1902.....	193,409.19	7,606.65
1903.....	215,492.57	22,083.38**
1904.....	216,146.28	653.71
1905.....	216,952.07	805.79

\*Decrease.

\*\*\$15,355.98 of this excess was due to abnormally high price of coal.

## THE YEAR'S WORK.

Viewed largely, the year has been one of unusual progress. Of the credit for this the School Committee may justly claim the largest share. Harmony, which does not always sit in school board councils here or elsewhere, has attended all its deliberations, and its judgments have been rendered with a view single to the best interest of the schools. Some of its legislation may fairly be called epoch-making. The adoption of a system for the certification of teachers by examination, the re-organization of the Practice School upon a broader and more useful basis, and the establishment of a higher salary schedule for the teachers of the lower grades are three measures the far-reaching effect of which upon the tone and vigor of our school system cannot be exaggerated. In my judgment no other single year has witnessed the adoption of such salutary measures as these three, and I believe that so long as unwise counsels do not enter in to impair the effectiveness of them, they will prove to be of even greater benefit to our school system than was hoped for at the time of their enactment. I shall speak of them severally in subsequent chapters.

Within the school-room, too, the year has been one of hard work and honest effort. It is to be expected that such a large body of teachers as ours should represent varying degrees of excellence. To praise all indiscriminately is hardly called for, and certainly would not be just. The number of our teachers who hold themselves aloof from influences which make for personal and professional growth is small; the number who are searching for a clearer knowledge of educational principles and for the most approved methods of applying them to the everyday work of the class room is, I believe, constantly growing larger. That there is still some teaching that shows small regard either for principle or for method, I am convinced is due quite as much to a weakness of our system as it is to the shortcomings of individuals. What we need here in Lawrence is a closer and stronger correlation of the forces at our command that make for better teaching. Individual initiative

must be strengthened and encouraged by organized effort. That means we need to make our system of supervision more effective than it is at present.

### MORE EFFECTIVE SUPERVISION.

Supervision, competent and thorough-going, is one of the strongest factors in the unbuilding of a progressive system of schools. Without it, it is impossible to secure that unity of purpose and harmony of plan and execution which are essential to the successful accomplishment of the manifold demands of a modern course of study.

With the increased duties of administration in a system growing as rapidly as ours, no superintendent can begin to supervise the details of class-room teaching as they need to be supervised. He must therefore depend more and more, as the school system expands, upon the principals of the separate schools for the ultimate execution of his plans. In order that they may meet this responsibility properly they must have given them not only the right to supervise and control the work of their teachers but they must be provided with the means of exercising that authority.

In our seven grammar schools and in three or four of the larger primary schools we have already supervising principals. These are not confined to a class-room. Only a small portion of the day is spent in teaching; the rest of it is spent in general supervision and management. Their supervision is directed mainly to the more important of the school studies—the subjects of music, drawing and penmanship being cared for by special supervisors—and by hint or suggestion, by kindly criticism of methods, by an occasional model teaching exercise, by frequent oral and written tests, their influence can be made to be strongly felt in marked degree throughout the whole building. Besides, if the principals are the right kind of men and women professionally, the entire school feels the energizing and stimulating influence of their progressive leadership, and responds to it in a subtle way which contributes wonderfully to

the efficiency of the school. Such a school, we say, has atmosphere.

But in a large number of our smaller schools, most of which have the lower grades exclusively, there is no supervision of the kind I have been describing, and under the present organization of them we cannot expect it. Here the teacher, who is nominally the principal, is occupied constantly in her own schoolroom. It is impossible for her to give, and it is unfair to require her to give, anything like close attention to the work of the other teachers in the building or to assume anything like a general oversight of the whole school. Indeed, I am not sure that, even if she wished to do so, her right would be recognized by the other teachers. So far as I can discover, the status of these principals has never been authoritatively settled. If this is the case, immediate steps should be taken to establish their authority as regular principals with the usual supervisory powers. They should be principals in fact as well as in name. But with this authority should go the release from constant class-room teaching, so that they may have the necessary leisure for supervision. Assistants would have to be provided; if not for each separate school, at least for each group of neighboring schools. This plan would entail some additional expense, but the added outlay would be more than compensated for in the increased efficiency which would surely follow.

The importance of such an arrangement will perhaps be more readily seen when it is considered that it is to these lower grade schools principally that the young teachers are assigned. In the training school these young women have had developed in them to a high degree the skill to teach according to the most approved methods. They have been trained to prepare with the greatest care every lesson that they are to teach. They are constantly under the eye, and have the benefit of the counsel, of critic teachers who are themselves exemplars of right methods of teaching. They are intensely interested in their work and perform the smallest details of their work in a most painstaking manner. It is vital



to us that these young teachers who are by and by to fill the responsible places in our schools should not by any neglect of ours suffer a lowering of their ideals of educational thought and practice. And yet I feel compelled to the belief that such a lowering of standards sets in in the case of many of these young teachers during the first few years of their teaching. For, once the customary requirement for careful preparation of their lessons is removed, and the watchful eyes of critic teachers are no longer upon their teaching, when appreciation no longer rewards their careful work, what is more natural than that they should fall into a more easy-going habit, and follow the lines of least resistance? This is especially likely to occur in a system like ours, where the only persons employed are those who have been themselves pupils in the schools where later they become teachers. The tendency of such teachers to fall into the old grooves in which they themselves were taught is borne out by universal experience. After a while teaching becomes routine, effort weakens, and study for improvement seems unnecessary. This is a waste which we cannot afford to have continue. I believe the plan I have suggested would be an effective remedy.

### THE DISTRICT SYSTEM OF SUPERVISION.

A still more effective method would be the plan already in vogue in many excellent school systems of placing the master of each grammar school in direct charge of all the lesser schools in his district. Under the present arrangement these grammar schools receive pupils into their schools from a number of neighboring buildings at an advanced stage of their elementary training—generally in the fifth year, and in some instances the sixth year. In the determination of those who shall come to them at this advanced stage the masters have no voice. They cannot go behind the returns. Of their earlier instruction they have no knowledge and over it they have no control. There are marked differences in the results of the instruction which these pupils receive, and the best part of the

first year in the grammar school must be devoted to leveling up these differences and establishing a common ground upon which to build solidly the important work of the higher grammar grades.

This waste of time and effort would largely cease under the system of district supervision. Nor would this be its most important service. The masters of our grammar schools are capable and devoted schoolmen. Their influence should be spread over a larger area than their own particular school building. In frequent councils with the superintendent, lines of special endeavor for the constant betterment of school work could be united upon and efficaciously carried out. Such a plan would co-ordinate the now disjointed areas of our work; effort would be centralized; and the whole school system would take on the organized unity and solidarity which are prime factors for success in any great enterprise.

In all this there is no disparagement of the ability or the faithfulness of the principals of these schools. They are among the most valuable and valued teachers in the city. The recommendation is made solely in the interests of a more highly organized and hence more effective administration. Under such a plan the value of the services of these principals would not be diminished, but on the contrary enhanced.

### “ROUTINE AND IDEALS.”

In order that any body of teachers be kept at the highest point of efficiency there is need of constant instruction and inspiration. They must be kept alert and abreast of the times. Especially they must be led to take broad views of education, to study its principles and its history, to realize the dignity and the responsibility of their work, and their obligation for personal culture and growth. This must always be the chief concern of a superintendent of schools. It is his first duty. It is his opportunity also. It is not enough that his own ideals



are high; he must make his ideals to become his teachers' ideals. Example is powerful; but I have noticed it is sometimes mightily reinforced by good precept.

It was from this idea that "Routine and Ideals," the little school journal, had its inception. In purpose and character I believe it is without a second of its kind. Its purpose was thus set forth in the initial number:—

"The teacher is necessarily subject to the exactions of an endless routine. He must tread the daily round of petty duty. He must follow year in and year out the footsteps of an inflexible system. No one, therefore, needs more than the teacher to be possessed of an ideal, which he shall steadfastly follow through day after day of dry routine and unremitting duty; an ideal which, shining through and glorifying the commonplace, shall bring a new and higher meaning to what before was dull and irksome. Then there is a light in his work. Nothing is petty to him, because the ideal gleams through the actual, and he realizes that while he spends his days in doing common things he is doing them for uncommon ends. Thus the drudgery of daily routine becomes transfigured, for there is borne in upon him the high assurance that somehow, somewhere, the dust of daily duties shall be changed to gold.

It shall be the aim of this little paper, while never neglecting the importance and the dignity of daily routine unselfishly and devotedly performed, to keep constantly before the teacher's mind the value of high ideals, with which come surely "that faith and energy and courage and enthusiasm which light the dim and tortuous way" in which the teacher's feet are set. Its motto shall be two-fold: "Be thou faithful unto death" and "Where there is no vision the people perish."

To this purpose the little paper has tried to live true. The kindly reception each number has received at the hands of the teachers and the many acknowledgements of the help it has given teachers from time to time has made the editor's task a pleasure and a satisfaction.

## REVISION OF THE COURSES OF STUDY.

Late in 1904 the provisional course in Arithmetic, designed two years previous to accompany the newly adopted Werner book, was considerably revised and the work for the primary grades laid down with much detail. This course was again slightly modified in September of the present year. At present the teaching of this subject is happily free from the confusion and perplexity which attended the transition from the old book to the new, a result to which the teachers' longer acquaintance with the book and their better understanding of the author's purpose and method have probably contributed more largely than the modified course of study. The present course covers only the first five grades. This year, at my suggestion, the grammar masters have taken up the matter of preparing a course to accompany the teaching of the higher books of the series in the grammar grades.

During the summer new courses of study in geography and history were prepared. Under the new course, the beginning of the former subject is postponed to the fourth year, the work formerly attempted in the first three years having been found to be of little or no value. Each of the succeeding grades is held to a definite accomplishment of a comparatively limited field of study, instead of the wide range called for by the extreme spiral of the older syllabus, and in the last year along with the study of mathematical and physical geography is required a broad but thorough review of the whole subject, the absence of which was a distinct weakness of the former course in geography.

In history, too, the work has been much simplified. The parallel study of the old-world history which was included in the old course, but which had been a dead letter for years, has been entirely eliminated. There is a more just distribution of topics among the grades, and, as in geography, each grade is held to the definite accomplishment of work between definite limits. While the course was purposely made brief and concise, it is yet broad enough to be suggestive and stimulating.

At the same time that these courses were under revision, the course in primary drawing was revised and re-arranged by Miss McCarthy, the primary supervisor. - This course, covering the work of three years, was later printed for circulation among the teachers, who had hitherto been obliged to depend upon detached monthly outlines. The course in higher grade drawing is also undergoing a painstaking revision and improvement by Mr. Scribner.

For a long time there has been a desperate need of a course of study in English. But the press of other matters delayed the undertaking of the task and its difficulty and magnitude have made progress slow. At last it was decided to publish the outlines for primary grades in separate form rather than to hold them back until the whole work should be completed. These outlines have just come from the press and will be put into use at the opening of the new year. They cover with considerable detail the subjects of reading, phonics, language (oral and written), spelling, and literature. There is no department of our work that is so important, or that is in greater need of improvement at present. Before another year is gone we should have made some progress in the matter.

The Quincy Word List was adopted by the Committee at the June meeting to be the text-book in spelling, and at the opening of schools in September a copy was placed in the hands of every pupil above the third grade. For years there has been a demand for a spelling book, and I feel sure, from the amount of attention and study the teachers are devoting to the subject, the book will prove an effective instrument in making more thorough and systematic our teaching of the subject.

Cardboard construction has been introduced into several of the schools for classes of boys, to be carried on while the girls are being instructed in the art of sewing. This is an inexpensive and comparatively simple form of manual training by which many of its benefits are secured. The introduction of manual training of some form into all grades of the elementary schools is a movement which cannot be long postponed.

Meanwhile, in these small ways we are getting experience and insight.

## REPORT OF THE HIGH SCHOOL MASTER.

Lawrence, Mass., Dec. 28, 1905.

SUPERINTENDENT BERNARD M. SHERIDAN,

DEAR SIR:—

Everything has gone along so smoothly and satisfactorily in the high school the past year that there seems to be very little upon which to build a report.

The graduating class of last June, numbering 105, was the largest graduating class in the school's history. The entering class of last September, numbering 271, was the largest entering class in the school's history.

The elective system of study, now in its fourth year of operation, continues to demonstrate its value over the old "course" system of study; the departmentizing of the work has continued to receive constant attention with results increasingly satisfactory; the study habit of the pupils has improved with the more systematic demands that have been made upon it; the standard of conduct is gratifyingly high; the relations between teachers and pupils are sympathetic and helpful in the extreme.

During the year an especial effort was made to give the teachers of the high school a more direct knowledge of the character and methods of the work that is done in the grammar schools, and particularly of the work done in those schools in the preparation of their pupils for the high school. A series of visits by the teachers of the high school was made at the various grammar schools, and once a month for several months the visiting teachers read papers at faculty meetings of the high school teachers, at which the Superintendent of Schools was present. These papers narrated the visits of the writers and abounded in criticisms of the kindest character. Profitable discussions followed, and there can be no doubt that a better understanding of and deeper sympathy with grammar-school work and conditions have come to the high school teachers as a result of these professional visits.

The matter of attendance, dismissal, and tardiness, has received most earnest attention at the high school this year. A continuous effort has been made to impress upon the home as well as upon the pupils the necessity and value of uninterrupted attendance upon business, and this effort has met, in most cases, with the most cheer-

ful co-operation of the home. As a result, the record for tardiness and attendance, always good in the high school, has improved noticeably. This means not merely a higher school record of attendance and punctuality, but, what is of infinite more importance, it means a more earnest cultivation of business virtues that will be of inestimable value to their possessors when the power to solve problems in Algebra or to translate sight passages in Latin has passed into the disability of disuse.

Who can be more interested in the welfare of a school than the faculty of a school from the principal down, whose labors and devotion make the school? Every admission of an incompetent member to the ranks of a competent and devoted teaching corps has a most disheartening effect upon that body. It gives me great pleasure to state that it is the joy of the entire high-school faculty that hereafter candidates for a position in this school must secure by an examination a certificate of qualification. I pronounce this act as unqualifiedly the best piece of legislation for the interests of the high school, that has been passed since I have been in the service of the city. I would suggest, however, that the school-board consider the wisdom of making a holder of the Grade 2 certificate eligible to a position in the day and the evening-high school alike. The intentions that made this possible were of the best and aimed at the highest possible efficiency in the evening-high school teaching corps, but as a member of the examining board and at the same time principal of the high school, I feel confident that it would be wiser not to have the eligibility of candidates for both the day and the evening-high schools repose in the same certificate. I am sure this matter can be taken care of without in any way weakening the qualifications for candidates for the evening-high school positions.

Before closing this brief report, it gives me the greatest possible pleasure to lay before you in the strongest terms of commendation I can command, the loyalty to one another and to their principal and the unflagging zeal and devotion to their duties of the entire teaching body of the school. A more conscientious, hard-working, and generally competent body of teachers cannot, I venture to affirm, be found in any school in the State, and it is my especial pride to subscribe myself to you as their principal.

Most respectfully,

JAMES D. HORNE.



## ORGANIZATION OF THE GILBERT E. HOOD SCHOOL AS THE LAWRENCE PRACTICE SCHOOL.

The recommendation in my last year's report to transfer the Practice School to the new Gilbert E. Hood schoolhouse in order that more generous facilities might be afforded for the all-important work in which that school is engaged, was favorably viewed by the special committee appointed to consider it, and received the sanction and support of the State officials. At the April meeting of the Committee it was voted to transfer the Practice School from its quarters in the Oak Street School to the new schoolhouse at the beginning of the school year in September. At the June meeting ten teachers of tried ability were appointed to have charge of the classes in the observation department. On Saturday, September 2nd, the keys of the building were formally passed to the Superintendent of Schools, by His Honor, Mayor Lynch, Chairman of the Ward Two Schoolhouse Commission, and on the following Tuesday the school opened with a registration of nearly six hundred pupils, comprising all the elementary grades except the eighth. Miss Lamprey's consummate skill as an organizer and director was seen in the fine discipline and system with which things moved from the start.

Not only is it a most excellent school for the training of teachers, but it is also a most excellent school for the six hundred boys and girls who go there. Better than either of these things, perhaps, it is a school which in every way will be an example and an inspiration to every other school in the city.

The following report of the Principal gives a detailed description of the work done in both the training and observation departments:—

Lawrence, Mass., Dec. 21, 1905.

MR. BERNARD SHERIDAN,

SUPERINTENDENT OF SCHOOLS.

MY DEAR SIR:—

In September, 1905, the old Lawrence Training School began a new era of existence on entering the new Gilbert E. Hood school-



house. In place of nine rooms formerly used for training, we now use six, while the rest of the sixteen rooms are used for observation.

In these six rooms, the plan of work is as follows: In each room, there are two pupil teachers,—one a graduate of the Lowell Normal School, who has already spent three months with us while accomplishing her senior year, and now, by requirement of the School Committee of Lawrence, has returned for five months' practice before being placed on the unassigned list; the other, a member of the present senior class there, who stays three months with us, and then returns to the academic work in Lowell for the remainder of the year.

The members of the supplementary class are doing advanced work. We hold such responsible for the general management of the room, for whole class exercises, such as music, drawing, writing, and for the progress of one class in reading, number, geography, etc.

The members of the undergraduate class do beginner's work, and are given a group of children,—not more than twenty. They are held responsible for the progress of this class in subjects like reading, number and phonics.

Each of the three critic teachers has charge of two such rooms, gives model lessons in all subjects, advises constantly as to management, and offers such criticism as will develop self-reliance and make clear the strong and weak points in each other's work, showing in all cases how to strengthen the one and eliminate the other.

To prevent any unfavorable results in this practice teaching, the school has been planned so far as possible to have two rooms of each grade through five years, using one for training young women, the other for observation only, kept under the influence of a regular teacher, and to place children alternate years in rooms where the teaching is strong and steady.

The work of a pupil teacher is marked by distinct differences as she progresses. At first it is crude and ineffective. She has had practice in carrying in mind the formal lesson plan only, and when placed in charge of children shows quickly an inability to bear the double burden of following her own train of thought and knowing what her children are thinking. She soon feels that she is not in touch with their minds, contrasts her work with that of the critic teacher, and passes into the stage of imitating her model, and as this imitation is of outward things only, the results are not much better than before.

Gradually, however she becomes more rational in her thought, and, if she is at all promising, gains the power to grow through

recognition of her own failures. At this point in her development the work of the critic teacher is very valuable in helping her to "find herself."

During this period observation of the work of the teacher of the parallel grade is of great value, and has this term been a means of considerable enlargement of mind.

The practice class of this year has had opportunity to visit each teacher in the school of observation. They have seen personalities of great merit, but of widely different types. They have learned that excellence is varied. The power of personality, the living force of the school room, has impressed them strongly. The individuality of each young teacher now becomes of more importance. As the result of this observation they returned to their regular work with a greater insight whose educating power may not be estimated. The observation rooms have also afforded an opportunity of the class to observe method work. For example, the subject of reading has been well illustrated through this means.

While these lines of work have only just been started, enough has been accomplished to show convincingly the value of this enlarged opportunity.

Respectfully submitted,

LEILA M. LAMPREY, Principal.

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## EVENING SCHOOLS.

The Evening High School has been fortunate in retaining for another year the master under whose charge the school has prospered constantly. The two vacancies in the corps of instructors caused by the resignation of Mr. Daniel J. Murphy and the lamented death of Mr. John P. Whalen, were filled by Miss Bertha Abercrombie, a graduate of Mt. Holyoke College, and Mr. Edgar Gilbert, a Dartmouth man of successful teaching experience. A greatly increased registration is found in the High School preparatory department, which has this year been placed under the special supervision of Miss Louise S. Halley, who was for many years a member of the Lawrence High School faculty.

The elementary school problem continues to grow in magnitude and difficulty. They are at present the weakest part

of our school system; this, because, first, they are for many reasons more difficult to manage than the day schools, and secondly, because they have never received the same consideration and care. For a long time evening schools have been regarded too much as a mere compliance with statutory requirement. Almost anything in the way of instruction and equipment has been thought good enough for them. But it is time that our city should alter its attitude and assume one more active and helpful, for, with the constantly increasing influx of foreign peoples, the schools have now become of an importance hardly secondary to that of the day schools. I confess to be myself somewhat staggered by the problem of how to make them what I know they ought to be. As I pointed out in my report last year, the only thing that can save them from their present state is to improve the quality of the teaching. The task of teaching non-English-speaking classes is ten-fold more difficult than that of teaching those to the manner born. Therefore the skill of the teacher needs to be proportionately greater. The poorer the teaching, the longer these pupils remain illiterate, and consequently, the more expensive they are to the city. It is for the interests of economy that these minors be exempt from attendance as soon as possible. It is a waste of money to keep them year after year in the schools, as is inevitable under a system of ineffective teaching. It is hopeless to expect that the necessary skill to teach these people speedily to read and write is to be found, or can be developed, in persons who have had no training at all for teaching and whose interest in school work has often no deeper foundation than the desire to earn a little extra money. Yet most of the present elementary evening school force of teachers fall within this category. That is no fault of theirs; it is the fault of the system. An improvement can be affected without any drastic measure of removal; but an improvement cannot be made so long as vacancies are annually filled by persons of no higher qualifications than their predecessors. When this is done, there is thrown away the only opportunity to make things better. Last year we were able

to fill all vacancies from the unassigned day list, and the situation looked brighter. This year, however, many vacancies had to be filled, with but few trained teachers to be had. In consequence, many persons without training were given places. The certified list was, of course, given preference. But the requirements for an evening elementary school certificate are so slight that a bright grammar school graduate could easily pass the examinations. To teach the evening school classes is not a matter of knowledge, but a matter of skill,—of trained ability to make use of modern methods of teaching. For this reason there is little in the examination system for this particular grade of work. Nor is it to be expected that in a city of the size of ours there can be found those not regularly employed in teaching who have the training that is so necessary. If we really want better evening schools, and are willing to take hold of the matter in earnest, the way to do it is to employ day school teachers in them. I know very well the objections that may be urged against the plan; but I know, too, that in the cities where the best evening schools exist, the plan is in force. That is why they are the best. And I believe, with proper restrictions, no detriment would come to the work of the day schools. The introduction of these teachers would be very gradual, only as fast as the present teachers for one reason or another withdraw from the work.

This season a fourth elementary school has been opened in the John R. Rollins building, in response to a petition for such a school on the part of the residents of the eastern portion of the city.

We have continued this year, as far as our means allowed, to replace the antiquated readers for modern ones designed especially for the needs of non-English-speaking pupils in day and evening schools.

The membership of the several schools on December 14th was as follows:—

High School proper.....	181
Elementary section.....	177

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Total.....	358
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The Oliver School.....	1,187
Essex School.....	91
Packard School.....	83
Rollins School.....	56
Drawing School.....	65

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Total.....	1,840
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### VACATION SCHOOLS.

At the June meeting of the Board the Advisory Committee to whom the matter of vacation schools had been referred, reported an order empowering the Superintendent "to conduct a vacation school for a term of four weeks at an expense of not more than two hundred dollars." The order as passed called for the establishment of two schools, one of them to be in South Lawrence. To this appropriation the Lawrence Woman's Club generously added the sum of one hundred dollars. The total expenditure for the maintenance of the two schools was \$433.35, more than half of this amount being paid to the Public Property Department for the construction of sand-gardens in the school yards and of work benches for the boys' fret-saw work. This equipment, being of a permanent character, will not need renewal for several years.

It was decided to open one school in the Oak street building and the other in the Union Street School in South Lawrence. The Superintendent appointed Miss Emma Ramsay to have charge of the schools, and it is to her and to the teachers whom she selected that a large measure of the success of the experiment was due. The schools opened on July 10th and continued until August 4th. A session was held each day from nine until twelve o'clock. The advance registration was far in excess of the accommodations, and a large number



of children were constantly waiting to take the place of any who withdrew. The attendance was regular, and the interest strong and sustained.

Membership and attendance:—

#### OAK STREET SCHOOL.

Boys.....	85
Girls.....	89
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Total.....	174
Percent of attendance 93.37.	

#### UNION STREET SCHOOL.

Boys.....	78
Girls.....	75
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Total.....	153
Percent of attendance 92.10.	

Three grades, or groups, were provided for:—(1) children under seven years of age, (2) those between seven and ten, (3) those between ten and fourteen. For the last group, separate classes for boys and girls were arranged. The youngest group occupied themselves in kindergarten games and occupations, paper folding, paper cutting, and weaving. The second group were engaged in paper sloyd, hemp weaving, and the objective illustration of Japanese and Indian villages, using paper cutting, and weaving. The girls of the oldest group were busy with sewing, raffia weaving, basketry, and advanced paper sloyd. The boys of this group were given fret-saw work, basketry, and caning. All united in the playground exercises during the last hour of the session.

The experiment was upon the whole a most gratifying success. Substantial assistance was given by local merchants and other public-spirited men and women in the way of outright gifts of needed equipment or by discounts from regular prices of material purchased. On the closing day of the term the members of both schools, under the careful supervision of the teachers, enjoyed a delightful outing to Canobie Lake



through the generous courtesy of Manager Woodman of the New Hampshire Traction Company, the pleasure of which was made complete by a bountiful supply of refreshments furnished by generous-minded citizens. A public exhibition of the hand-craft of the pupils was held for a day or two following the close of the school, and was a wonderfully illuminating proof of the value of such schools to a community like ours.

Especial acknowledgment, as I have said, should be made of the enthusiasm and untiring devotion of the principal and the teachers. It was plain that the money consideration had no place in the minds of these young women. The wages paid them were merely nominal. Yet I am constrained to believe that a higher compensation, which would induce teachers to seek places in the schools for the sake of the money that is in it, would give these schools not better, but poorer, service.

#### HIGHER SALARIES FOR ELEMENTARY TEACHERS.

The action of the School Committee in acceding to the request of the elementary school teachers for an increase of salaries had the support of the best public sentiment. For years teachers have been compelled to meet the demands of a greatly increased cost of living, together with higher requirements for scholarship and professional training, upon practically stationary and wholly inadequate salaries.

The increase, though less generous than the Committee would have wished to make it, had the financial situation been more favorable, is one which affects a majority of the teachers and those who have hitherto been paid the lowest salaries. The adoption of a schedule which equalizes the salaries of the teachers of all the elementary grades is in agreement with the practice of most other cities in Massachusetts. I believe it to be in accordance also with the best educational principles. There is no earthly reason why the teacher in a grammar grade should receive higher wages than the teacher of equal ability and experience in the primary school. The discrimination

which has long prevailed in favor of the grammar school teacher in the question of salary is simply a survival of the days when anybody was thought fit to teach the little children. There was then but little thought of special training for teaching. Anybody who had himself been taught the simplest rudiments of reading and writing was thought to be fit to teach children a knowledge of those arts. For the older scholars, however, a person was needed who possessed at least a modicum of knowledge (it was rarely more) of the more difficult and more varied subjects in the grammar school course. The discipline, too, in these schools required somewhat sturdier material. So a premium came to be set upon the services of those qualified (according to the standards of that day) to teach in the higher grades. But things are otherwise today. It is recognized that a higher degree of teaching skill is required in the primary grades than in those above, and it is impossible not to acknowledge that the work done here is of more importance than in the later years. For instance, upon the right teaching of the language-arts in the lower grades vitally depends the success or failure of a pupil during the rest of his school career. To be sure, good teaching in the grammar school can remedy, and has often remedied, poor teaching below. But an ounce of prevention is worth a pound of cure, and one right former is worth a thousand reformers. Surely on the score of their service, the primary teachers should not hold a place inferior.

The argument is sometimes heard that the grammar school teachers have harder work and more of it. This view cannot be the result of an actual study of schoolroom conditions. One day's visitation would banish that notion. But, it is said, the grammar school teacher has to do a great deal more of work outside of school than her colleague in the primary school. This, again, cannot be true, if by this outside work is meant the preparation for the next day's work. To begin with, teachers do precious little of it—I mean the ordinary run of teachers. The best teachers do a great deal of it. But it is no more difficult and it takes no longer time to make a skil-

ful lesson plan for a grammar grade recitation than for a primary lesson; I think the balance again is in favor of the primary teacher. But, they say, grammar teachers have to do a great deal of "correcting" out of schools. They have to do some, it is true. A little correcting every teacher must do, for it is only by the results of today's work that she can judge what tomorrow's lessons should be. But if they are spending the greater part of their leisure in such work, they are doing that which is not intelligent. They would be wiser to do less correcting and more teaching. Teachers frequently take burdens upon themselves and then mourn about it. But allowing a good deal of it to be necessary, the labor of it does not in my judgment counter-balance the exhausting strain under which the primary teacher does her work in the class room during the five hours she is confined to it. Anybody who has spent much time in visiting primary rooms must have been impressed with the incessant demand made upon the resources of the teacher. Furthermore, under the conditions which exist and are likely to exist in an ever increasing degree in our own community, the primary schools have a very large percentage of pupils who at the first speak no English at all, or speak it with difficulty. These seldom reach the grammar grades. To teach these children requires not only greater skill, but makes greater drafts upon the patience and the strength of teachers than does the work in the higher grades.

Apart from these considerations, there is another reason why I believe the equalization of salaries in all grades will work benefit to the schools in general. So long as there remained this difference in wages, it is but natural that teachers should seek places in the higher grades whether they were adapted for that kind of work or not. Under the present schedule only those who have a strong preference for higher grade work, and who consequently can give the city better service there, will be likely to seek places in higher grades.

The complete schedule of salaries, in force after January 1, 1906, will be as follows:—

## HIGH SCHOOL—

Head Master, maximum.....	\$2,800 00
Submaster, minimum .....	1,400 00
Submaster, maximum .....	2,000 00
Assistants (men), minimum.....	700 00
Assistants (men), maximum.....	1,200 00
(Annual increase of \$100.)	
Assistants (women), minimum.....	500 00
Assistants (women), maximum.....	900 00
(Annual increase of \$50.)	

(Additional salaries to the maximum may be granted for exceptional service by special vote, and experience in teaching elsewhere may be considered by the committee in establishing the original salary of teachers.)

## GRAMMAR SCHOOLS—

Masters, minimum .....	\$1,400 00
Masters, maximum .....	2,000 00
(Annual increase \$100.)	
Masters' Assistant, maximum .....	650 00

## TEACHERS IN ELEMENTARY SCHOOLS—

Minimum .....	400 00
(First year, \$400; second and third years, \$450; fourth and fifth years, \$500.)	
Maximum (sixth year) .....	550 00

## PRINCIPALS—

Four, five, and six-room buildings.....	600 00
\$25 additional for each occupied room above the number of six.	
Maximum, irrespective of the number of rooms .....	700 00

## LABOR CERTIFICATES—SCHOOLS FOR ILLITERATES.

During the year 1206 labor certificates have been issued and 3456 certificates of literacy or illiteracy. Vigilance in the granting of these certificates has been in no manner relaxed; if anything, even closer scrutiny has been given to the credentials offered by every comer.

By an act of the Legislature of 1905 (Chap. 320), becoming effective January first of next year, all persons under sixteen years of age who cannot read and write legibly simple sentences in the English language are compelled to attend day schools for the whole time that these schools are open. Hereafter, therefore, no labor certificate will be issued to any illiterate minor under the age of sixteen. All outstanding certificates of this character we have ordered cancelled on the first day of January next, and have directed that all such certificates be returned to this office on that date.

We have upon our certificate books the names of about three hundred minors who under the new law are required to attend day school. Some of these have doubtless acquired the necessary ability to read and write since the issuance of their certificates. We have directed the mill agents to send such persons to us for a test of their literacy. To such that pass the test new certificates will be issued.

On January 2nd of the new year a special school for these illiterates will be opened in the old High School building, where class rooms are being fitted up under the supervision of the Superintendent of the Public Property department.

### SYSTEM OF CERTIFICATION OF TEACHERS.

In pursuance of the plan for the certification of teachers which was adopted by the Committee for 1904 at the last meeting of that year, the Board of Examiners created under the rules held an examination for all grades of certificates on the 14th and 15th of April of this year. Five candidates for the High School certificates were passed, and two candidates for the Principal's certificate. There were no candidates for the other grades of certificates. Two of the four have since been elected to positions in our schools, and one principal was chosen in September from the two certified. One other High School candidate was certified in a special examination ordered by the Committee, and another was granted a certificate without examination, under section seventh of the rules. An



extra examination was held in October to secure teachers for evening school service. One candidate was granted the High School certificate, and was appointed immediately after to a place in the Evening High School. Five candidates were successful in the examination for the elementary evening school certificate, and all of them are now teaching.

The following statement of Supt. Edwin C. Cooley in his last report of the Chicago public schools, relative to the value of examinations as a means of selecting good teachers, is worth while repeating here:

“We all know that many things cannot be determined by an examination; every one recognizes that it is not an entirely satisfactory agent for selecting or promoting teachers. We use examinations, however, as an auxiliary, and there seems to be no special reason why they are less effective in the work of selecting or promoting teachers than in selecting or promoting other public servants.

“An examination will, however, test one's accuracy, the fullness of one's memory, and one's power of concentration. We can see that the knowledge has been got and we know that brain work has been done to get it, in addition to indications of strength or feebleness of will, and we can find out pretty well from a set of papers whether a man knows his own mind or not. It seems fair to assume that there is some relation between knowledge and power. We work unconsciously on the theory that the man who *knows* is the man who can do, and we believe that the only reason why people know is that they may be able to do. If evolution teaches anything it teaches this, that brain power has been selected and preserved on account of its value as a means of preservation in the struggle for existence, on account of its relation to ability to do. Evolution, as well as Lord Bacon, says that knowledge is power. It seems natural, then, when it is impossible to submit the applicant to a complete test of his power to do, to ask him to submit to a test of his knowledge.

“In many cases, however, an examination will determine



not so much the applicant's ability to do the things desired as his ability to tell how it should be done. Sometimes this can be learned from books, but the skillful examiner will usually be able to tell the difference between experience in doing the thing and knowledge about it. Then, too, I think it is fair to assume that the person who has the knowledge is interested in doing the thing, that there is a relation between knowledge and interest—knowledge of a particular kind of work and interest in doing it. The man who has the best sort of knowledge about a particular piece of work is, other things being equal, the most interested in it and the best prepared to do it. Teaching, too, calls for ability to state clearly what one knows. It is a part of the equipment of a teacher to be able to talk, to explain, to interpret. The teacher who is dumb in the presence of a problem demanding solution, who lacks the power of expressing herself definitely and accurately, must in some degree be unfitted for the work she is attempting to do. An examination will test this.

‘We hear a good deal of cant today about ‘cramming’ for examination. Study as a preparation for an examination is called ‘cram’ by persons who wish to condemn what they do not approve of. It is assumed that any preparation for examination is a hasty, crude, and dishonest preparation, is ‘cram.’ It is taken for granted that the power to prepare for an examination in a definite time is not a thing worth testing for. However, the man or woman who has the ability to prepare really and thoroughly for an examination has in him the right sort of stuff to make a teacher of. The teacher should possess the power to go to the right place for material and to use the material when she gets it. If ‘cramming’ means only hasty, crude, dishonest work, we should condemn it, and I believe the examiner will detect it. If, however, we mean by ‘cramming’ simply the ability to go to the sources of information and select the proper material for the situation or proposition on hand, the power to cram is the power that everyone should wish for, and no one more so than the teacher, who must have the power of preparing for her lessons every day of her life. ‘Let us,

then, free our minds of cant,' as Carlyle would say, and ask the question as to what we mean when we talk about 'cramming' for an examination.

"On the other hand, we shall freely admit that examinations do comparatively little to test the moral qualities. They do not test such qualities as diligence, as patience, sense of duty, or interest in the work we are doing. An examination will not test the sympathy, the power of working with or influencing others, powers that are absolutely essential to the teacher. In other words, an examination cannot be a complete test. No one proposes in this day and age of the world to rely upon them as an exclusive agent for selecting or promoting our teachers. It remains true, however, that those who have investigated the matter thoroughly have found that the chances are greatly in favor of persons who have shown an ability to do satisfactory work at an examination, as against those who are unable to do so. If we are not to use them we must return to the old personal and capricious judgment of an individual. Even in these cases our judgment is based very largely upon our estimate of what the teacher knows—upon what we think she can do. We may be slightly influenced by our knowledge of physiognomy and phrenology, we may be influenced by the social standing, good clothes, or personality of the teacher, but in the last analysis we shall consider very narrowly what the person knows and what we believe the person can do. We shall always be compelled to apply some test, and it seems to me that an impersonal, written examination is less objectionable than personal estimate alone for general use in selecting and promoting teachers.

"It must be admitted that this scheme leaves out of account exceptional natural ability—the power of the born teacher. The exception, however, must not be taken to be the rule. Most of our teachers are not born, but are made; and we are forced to believe that they must be made in a very thorough-going and systematic way if they are properly made. We are compelled to frame our schemes to fit the needs and capacities of the plain, ordinary teacher who has to learn her

business. We shall have to care for our Colonel Parkers in some other way."

## CERTIFICATION OF TEACHERS.

Following are the rules of the School Committee governing the certification of teachers:—

### SECTION I.—EXAMINATION OF CERTIFICATES.

All candidates for positions to teach in the Lawrence Public Schools shall hereafter be required to present a certificate granted by the board of examiners, after an examination conducted by them, excepting candidates for positions, other than principalships, in the elementary schools who are graduates of a Normal school and the Lawrence Training School. A certificate of the completion of the five-month's course of practice teaching in the Lawrence Training School shall constitute a certificate of qualification for teaching elementary classes. No examinations shall be held, and no other certificate offered, for this grade of work until it may become necessary by the exhaustion of the waiting list. These rules shall not apply to the re-election of any teacher to a position which he or she is then holding by regular election.

### SECTION II.—TIMES OF EXAMINATIONS.

These examinations shall be held regularly each year in the month of April; but the Superintendent may, for sufficient reasons, order special examinations at other times. The Superintendent shall advertise in three (3) Lawrence newspapers, at least thirty (30) days before the regular examination is held, the grade or grades and the time and place of all examinations, and shall give notice of them, in such wise and to such an extent as he may determine, to persons outside the city. In the case of special examinations no specified length of notice shall be required.

### SECTION III.—THE EXAMINING BOARD—CONDUCT OF EXAMINATIONS.

The Examining Board shall consist of the Superintendent of Schools, the Master of the High School, the Principal of the Training School, and a Grammar Master to be appointed by the Superin-

tendent. The Superintendent shall appoint special committees for the examination of teachers of special branches. The Board of Examiners shall prescribe the mode and subjects in which candidates for certificates shall be examined, shall determine the average which shall constitute the passing mark, and their judgment of the merits of all papers presented by the candidates shall be final and conclusive. In the preparation of the examination questions and in the reading of the papers presented by the candidates, the Board of Examiners may call upon such expert assistance as they may consider necessary. The examinations shall be conducted by the Board of Examiners, with the help of such others as the board may require. None besides these, except members of the School Committee shall be present at the examinations.

#### SECTION IV.—GRADES OF CERTIFICATES.

Th Board of Examiners shall grant certificates for qualification, after examinations to such candidates as they shall consider entitled to them, as follows:

- No. 1. High School—Head Master's.
- No. 2. High School—Assistants in the day and evening High School, and Master of the Evening High School.
- No. 3. Grammar School—Master's.
- No. 4. Elementary School—Principals of Primary Middle grades.
- No. 5. Evening School—Teachers in elementary Evening Schools.
- No. 6. Special—Instructors of special studies; principals of Evening Elementary Schools, principal of Training Schools.

#### SECTION V.—ADMISSION TO EXAMINATIONS.

In order to be admitted to an examination, a candidate for a certificate of any grade must present (1) satisfactory evidence of a good moral character, (2) a certificate of good health from a physician, (3) testimonials of scholarship, (4) testimonials of teaching ability, if previous experience is required for the grade to which candidates aspire.

In addition, candidates must present the following:

For Grade No. 1—A certificate of graduation from college, a certificate of five years' successful experience in teaching, at least

two of which must have been in a day High school; a certificate of good administrative ability.

For Grade No. 2—A certificate of graduation from college. Admission to the examination, however, shall not be denied to persons who present satisfactory evidence that they are college seniors in good standing and whose graduation from college in the June next following is practically assured.

For Grade No. 3—A certificate of graduation from college, together with a certificate of two years' successful experience until September, 1905, after which three years will be the minimum requirement; or a certificate of graduation from an approved Normal school, together with five (5) years' successful experience.

For Grade No. 4—Five (5) years' experience in the day schools of Lawrence.

Note: In reckoning length of previous experience, seven hundred (700) hours of experience in evening schools shall be considered equivalent to one year's experience in the day schools.

#### SECTION VI.—LIFE OF CERTIFICATES.

Certificates granted by the Board of Examiners shall retain their validity for two years from the date of their issue. Certificates shall be renewed, however, when the request for such renewal is accompanied by proofs of the applicant's recent experience as a teacher and by testimonials and ability in such service.

#### SECTION VII.—APPROVING CERTIFICATES GRANTED BY OTHER BOARDS.

The Board of Examiners may in their discretion issue, without examination, certificates to teachers who hold similar certificates of as high grade issued by school authorities of cities approved by the board. Certificates thus issued shall bear even date with the approved certificates, and shall be for a period no longer than provided in such original certificates.

#### SECTION VIII.—ELIGIBLE LIST.

A certificate shall not be understood to confer an appointment, nor shall the date of its issue entitle its possessor to any priority of claim upon the consideration of the Committee in filling vacancies in the corps of teachers. Two lists of eligible candidates shall be filed in the office of the Superintendent. One of the lists shall contain the rating of each candidate, and shall be open to the members



of the School Committee only. From this list, as vacancies occur and the needs of the schools demand, teachers shall be selected for permanent, temporary, or substitute service.

#### SECTION IX.—SUSPENSION OF THE RULES.

These rules shall not be changed or suspended except by a vote of two-thirds of the members present in regular meeting.

#### ACCOMMODATIONS.

The opening of the Hood School in September brought the looked-for relief to the overcrowded schools north of the Spicket, and made unnecessary further occupation of the rented rooms in the Chapel of St. Paul's Church on Wyman street and in the German School on Berkeley street. The relocation of the boundary lines of the districts affected by the opening of the new school was a matter of considerable difficulty, but was managed with success with the exception of the division line for primary grades on the eastern side. Here although the dividing line between the Hood district and the Prospect School district was made to run directly past the latter, it was not possible on account of the large number of young children in the Prospect street district to relieve this school sufficiently without removing altogether the third grade from this school. Since there is this year no third grade in the Rollins building, many third grade children living in the Prospect Hill district were, in consequence, obliged to attend the Hood School. This distance was so great in some instances, and gave rise to so much complaint, that about twenty-five third grade children who lived at extreme distances were returned to the Prospect Street School and squeezed into a room with a class of second graders.

What we need in this territory is more accommodation for primary pupils. The district is growing fast and bids fair to be one of the most populous in the city. With no room for these grades in the Rollins building, and with the Prospect Street School fully taxed to accommodate the first and second year



children of this populous section, there is nothing left to do for the present but oblige third and fourth grade children to go to the Hood School where there is yet, of course, ample room. This is a long distance for those living on the easterly slope of Prospect Hill, and the strenuous objection of the parents is not to be wondered at. The idea of a separate school for these grades to be erected on the eastern slope of the hill on land owned already by the city has some things to commend it. Personally, however, I believe the better plan would be to add four rooms to the Rollins schoolhouse. Modern educational practice is against the system of separated schools, and is strongly in favor of concentration and consolidation, as being not only more economical but a more efficient way to conduct a system of schools.

At the close of school in June, the fifth grades in the Newbury street building were transferred to the Oliver in order that the sadly congested conditions at the Walton School might be relieved a little by the transfer of its third grade to the Newbury street building. Seventy pupils were taken out. It was not expected that this would prove an adequate measure of relief; it proved even of less effect than was anticipated. After the opening of schools in September, seventy-five more pupils were removed from the school to two unoccupied rooms in the Oliver. Yet, in spite of this relief, there are today (December 22) nearly sixty pupils in each of the two first grade rooms. The school fills up as fast as we can empty it. We can give no further relief by transfer, for there is no room left anywhere else. This is a matter which calls for the immediate attention of the Committee.

In my last report I explained the need of an eight-room building in South Lawrence to take the place of the unwholesome annex to the Packard School and to accommodate besides the excess of children now crowded into the Union street building. Events of the present year have brought this matter to a head. The completion of the mammoth Wood Mill on the south side of the river will find the city, if immediate steps are not taken, without school accommodations for the children of

hundreds of families who will settle in that part of the city. A location for such a school should be secured at once, and a committee appointed to make a thorough study of the whole situation in order that a building will be provided adequate to the needs of this district for years to come.

## HISTORICAL.

### GRADUATIONS, 1905.

The graduation of the class of 1905 of the High School was held in City Hall, Monday afternoon, June twenty-sixth. The address was delivered by Rev. Charles C. Earle, of this city, and diplomas were presented to 105 graduates by Hon. John Breen, Vice-chairman of the School Committee.

The six Grammar schools held their usual union graduation exercises at City Hall, on Tuesday afternoon, June twenty-seventh. The address was delivered by Mr. Alfred E. Stearns, Principal of Phillips Andover Academy, and diplomas were presented to three hundred and twenty-one graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Friday evening, March third. The address was delivered by the Superintendent of Schools, and diplomas were presented to thirty-five graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

### PRIZES.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School, were awarded to Helen G. Mank and Wilbur Taylor.

The Willard B. Perkins' prizes for the encouragement of

English composition in the High School were awarded to the following competitors:—

Class of 1905, Wilbur Taylor,  
Virginia Belknap.

Class of 1906, Francis Silsbee,  
Grace Shea.

Class of 1907, Edward Glennon,  
Kathryn Haseltine.

Class of 1908, Arthur Hale,  
Ethel Hogg.

The Hood prizes for the schools making the most marked progress during the year were awarded to the Cross, Newbury and Arlington Schools.

The (Bishop) Lawrence prizes for excellence in sewing were awarded to the Methuen, Bruce and Storrow Schools.

## CHANGES OF TEACHERS.

### RESIGNATIONS.

Catherine F. Flanagan of the Tarbox; Grace A. O'Connor and Mary A. Mahoney of the Cross Street; Flora I. Doble of the Oliver; Helen Golden of the Tarbox; Edna A. Skinner of the Bruce; Genevieve A. McConnor of the Union Street; Grace E. Eastman of the Walton.

### LEAVE OF ABSENCE.

Granted to Grace F. Conway, of the Arlington; S. Ella Penniman, of the High; Gertrude L. O'Connell, of the Packard; Josephine L. Chase, of the Hampshire Street; Mary E. Leary, of the Amesbury Street; M. Elizabeth Carroll, of the Rollins; Grace I. O'Neil, of the Amesbury Street.

### NEW APPOINTMENTS.

To the Packard, Louise M. O'Connell; to the Union Street, Julia N. Collins; to the Bruce, Gertrude E. Fox and Helen M.

Sawyer; to the Storrow, Elizabeth J. Hartwig; to the Hood, Ada B. Locke; to the Union Street, Lillian B. Haverty; to the Hampshire Street, Mary J. Conway; to the Amesbury Street, Katheryn A. Twomey and Alicia T. Quealy; to the Union Street, Margaret E. Tierney; to the Amesbury Street, Josephine E. Lawlor; to the Hampshire Street, Nettie Murray; to the Amesbury Street, Anna A. Murphy.

#### TEMPORARY APPOINTMENTS.

To the Oliver, Mary A. Herlihy, Mary A. O'Sullivan and Frances M. Brainerd; to the Franklin, Bertha E. Holtham; to the Wetherbee, Ella M. Hayes; to the Bruce, Bertha L. Morse; to the Essex, Mary G. McCabe.

#### TRANSFERS.

From Oliver to Hood, Harriet A. McKone and Grace L. Conlin; from Packard to Hood, Nellie S. Winchester; from Wetherbee to Hood, H. Frances McDonnell; from Rollins to Hood, Mary A. Mahoney; from Tarbox to Hood, Laura K. Prescott; from Berkeley to Hood, Mabel M. Mullen and Ethel C. Ramsey; from Newbury Street to Hood, E. Mabel Andrews; from Bruce to Hood, Ellen C. Tobin; from Union Street to Packard, Edith Whittemore; from Union Street to principalship of Amesbury Street, Anna A. Toye; from Rollins to Newbury Street, Alice E. Gill; from Hampshire Street to Tarbox, Mary J. Conway; from Walton to Oliver, M. Josephine Nichols and Isabella Barrie; from Storrow to Oliver, Mary E. Geraghty; from Storrow to Rollins, Emma Ramsay; from Tarbox to Oliver, Bertha Bertolle; from Berkeley to Oliver, Maria T. Cogger; from Franklin to Oliver, Caroline S. Brady; from principalship of Amesbury to principalship of Oak Street, Ellen M. Dooley; from Berkeley to Oak Street, Kathleen C. Doheny; from Prospect Street to Oak Street, Alice T. Keefe, Rachel H. Stannard, and M. Evelyn Josselyn; from Amesbury Street to Oak Street, Josephine E. Lawlor.

In conclusion, I beg to acknowledge my deep obligation to teachers, principals, and supervisors for the fine spirit of loyalty and cooperation shown in meeting every demand; to the truant officers for the faithful and conscientious discharge of their duties; and to the School Committee who by their unquestioning confidence, energy, and zeal have made it easy for their executive to carry out the theory of the Board.

Respectfully submitted,

BERNARD M. SHERIDAN,  
Superintendent of Schools.





In Memoriam.

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Mary A. Kennedy

Died February 5, 1905

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Anna A. Toyne

Died December 6, 1905



# REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., December 31, 1905.

*Mr. Bernard M. Sheridan, Superintendent of Schools,*  
*My Dear Sir:—*

The following is the report of the truant officers for the year ending December 31, 1905.

## SCHOOL CENSUS.

	1905	1904	1903	1902	1901
Ward 1.....	2297	2243	1926	1730	1696
Ward 2.....	1359	1324	1384	1303	1226
Ward 3.....	2146	1803	1775	1877	1780
Ward 4.....	1882	1904	1869	2036	1936
Ward 5.....	2553	2308	2277	2205	2091
Ward 6.....	2309	2200	2203	2311	2160
Totals.....	12,546	11,782	11,428	11,462	10,889

Increase for 1905 over 1904, 764.

## TRUANCY.

In the following table will be found the work performed in the aggregate under the above heading:—

1905	No. of Schools visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	No. of Parents and Guardians Notified.	No. Returned to School.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January .....	534	264	8	0	0	264	18	0	0	21
February .....	504	220	7	2	1	220	7	0	0	28
March .....	652	345	28	7	2	350	39	2	2	22
April .....	604	307	22	3	5	301	14	2	2	21
May .....	539	332	17	7	5	327	14	3	3	20
June .....	587	277	16	6	3	266	12	3	3	21
September .....	550	269	17	6	3	252	25	0	0	18
October .....	607	359	18	7	7	334	23	5	5	23
November .....	648	327	22	7	5	318	13	4	4	23
December .....	590	269	13	5	1	265	14	1	1	14
Totals .....	5815	2969	168	50	32	2897	179	20	20	211

## RESULT OF PROSECUTIONS.

Placed on Probation .....	4
Committed to Truant School .....	16

LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

1905	January	February	March	April	May	June	July	August	September	October	November	December	Total
Certificates Issued	62	66	108	87	95	171	154	122	104	100	72	65	1206

Showing an increase for 1905 of 343.

Between 16 and 21 years of age.

1905	January	February	March	April	May	June	July	August	September	October	November	December	Total
Literates . . . . .	69	57	103	81	118	100	85	108	149	156	117	116	1253
Illiterates. . . . .	113	70	215	205	217	188	255	172	245	206	187	130	2203
Totals . . . . .	182	127	318	286	335	388	340	280	394	356	304	246	3456

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school

until the proper certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE 1905	January	February	March	April	May	June	September	October	November	December	Total
Diphtheria.....	9	3	6	7	3	5	15	24	11	11	94
Scarlet Fever.....	4	9	10	10	15	15	3	5	6	9	88
Measles.....	4	4	10	34	84	84	6	54	91	92	487
Small Pox.....	5	1	0	0	0	0	0	0	0	0	6
Cerebro Spinal Meningitis.....	0	2	6	18	16	6	2	2	2	1	54
Totals.....	22	19	32	69	118	134	26	84	112	113	729

In conclusion we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. McGOWAN,  
EDWIN J. CATE,  
MICHAEL SULLIVAN,

Truant Officers.



## STATISTICS.

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Valuation of the city for the year 1905.....	\$46,238,643.00
Total expenditures for schools, exclusive of new buildings and repairs .....	216,952.07

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Population of the city, census of 1900.....	62,559
Population of the city, census of 1905.....	70,000
Number of children in city between the ages of 5 to 15, according to the census of Sept. 1, 1904 .....	11,782
Number of children in city between the ages 5 to 15, according to the census of Sept 1. 1905 .....	12,546
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1904 .....	8,044
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1905	9,080
Aggregate enrollment from Jan. 1, 1904 to Jan. 1, 1905 .....	9,571
Aggregate number belonging from Jan. 1, 1904 to Jan. 1, 1905.....	7,523
Average attendance from Jan. 1, 1904, to Jan. 1, 1905 .....	7,089
Aggregate enrollment from Jan. 1, 1905, to Jan. 1, 1906 .....	9,762

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Average number belonging from Jan. 1, 1905, to Jan. 1, 1906 .....	7,951
Average attendance from Jan. 1905 to Jan. 1, 1906 .....	7,442
Number of school buildings.....	31
Number of class rooms in elementary schools.	194
Number of teachers in High School.....	25
Number of class rooms in High School.....	32
Number of teachers in Grammar Schools....	48
Number of teachers in middle schools.....	50
Number of teachers in primary schools.....	113
Number of supervising principals.....	11
Number of critic teachers in Training School..	4
Number of pupil teachers in Training School.	11
Number of teachers of music.....	2
Number of teachers of drawing.....	2
Number of teachers of sewing.....	3
Number of teachers of penmanship.....	1
Number of teachers in Evening High School..	22
Number of teachers in evening elementary schools .....	57
Number of teachers in evening drawing schools .....	2

## ORDER OF EXERCISES.

For the Fifty-Fourth Anniversary of the Lawrence High  
School, Monday, June 26, 1905.

### PROGRAM.

ACCOMPANIST, MARIAN L. GLENN

March, - - - - - Columbian Orchestra.

1. THE HEAVENS RESOUND *Beethoven*  
SCHOOL CHORUS
2. ADDRESS OF WELCOME.  
HERRERT R. PETZOLD
3. MERRY JUNE, *Vincent*  
CHORUS OF YOUNG LADIES
4. CLASS HISTORY,  
EDNA V. HAIGH
5. THE REVEL OF THE LEAVES, *Veazie*  
HIGH SCHOOL GLEE CLUB
6. FAREWELL ADDRESS,  
LOUIS A. MAHONEY
7. WITH HORSE AND HOUND, *Caldicott*  
SCHOOL CHORUS
8. ADDRESS,  
REV. CHARLES C. EARLE
9. Announcement of Honors and Awarding of Diplomas and  
Hood and Perkins Prizes by Hon. John Breen, Vice-  
Chairman of the School Committee.
10. PARTING HYMN,  
WORDS AND MUSIC BY MARIE S. BARRELL

CLASS ODE.

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Our happy four year's course is run,  
Our High School days are o'er;  
And, moving at our eager touch,  
Wide stands the Open Door.

Full short these years have seemed to us,  
As onward swift they rolled;  
But each was crowned with Wisdom's gifts,  
More precious far than gold.

And in the years of after life  
Whatever may befall,  
Be this our precious talisman—  
"Tis Labor Conquers All."

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CLASS OF 1905.

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Herbert Moses Abbott,  
Augustine Borgia Ahearn,  
Stella May Ashton,  
Marie Stetson Barrell,  
Elizabeth Tennant Barron,  
Virginia Winthrop Belknap,  
Hector Henry Benoit,  
Louise Hayden Berry,  
Louise Agatha Bishop,  
Bertha May Blades,  
George Gibson Brown,  
Mildred Christina Butler,  
Monica Ignatia Butler,  
Thomas Augustine Butler,  
Grace Carden,  
Matthew Francis Carney,  
Eva Eldora Carr,  
Edith Esther Carroll,  
William Xavier Cassidy,  
Lulu Maud Cilley,

George Joseph Cleveland,  
Helen Florence Colby,  
Mabel Johnston Connor,  
George William Copp,  
Henrietta Ross Crane,  
Katherine Tereša Davey,  
Florence Cutting Dawson,  
Hannah Elizabeth Dewhirst,  
Helen May Vivian Doody,  
Estella Alice Douglas,  
William Leo Doyle,  
Louis Max Eidam,  
Lillian Annette Engstrand,  
Carolyn Lear Fellows,  
Mary Genevieve Ferrin,  
Nellie Josephine Finegan,  
Harry Francis Finlay,  
Michael Leo Fitzgerald,  
Annie Gertrude Fox,  
Francis William Gainey,

Bertha Elizabeth Gaines,	Frederick Leo Mulcahy,
Elsie May Gegenheimer,	James Murray,
Ralph Edwin Gegenheimer,	Eugene William O'Brien,
Anna Augusta Gens,	Alice Benardine O'Connell,
Roy Everett Gilbert,	Lottie Mae Oliver,
Marian Laura Glenn,	Eva Charlena Olmstead,
Edna Viola Haigh,	Amelia Jennie Paisley,
John Benedict Hanrahan,	Herbert Robert Petzold,
Elizabeth Hendry,	Blanche Wood Pierce,
John Joseph Herron Hilton,	Walker Flanders Prescott,
Prince Almon Hinds,	Elizabeth Agnes Rafferty,
Francis Crawford Holden,	George William Ryley,
Francis Thomas Holley,	Waldo Harvey Sanborn,
Jennie Ignatia Horle,	David Shackowitz,
Jean Ure Jeffrey,	Lucie Lees Schofield,
Bessie Gertrude Kaufman,	Katherine Elizabeth Sidley,
Edward Patrick Kelley,	Caroline Lee Small,
Beatrice Carlotta Kimball,	James Francis Stanton,
Joseph Leopold Klein,	Lydia Caroline Taylor,
Arthur James Leck,	Wilbur Leyland Taylor, Jr.,
Simeon Edward Joseph Legendre,	Gertrude Hope Valpey,
Marvin Hale Lillis,	Helen Frances Walker,
James Francis Mahoney,	Ethel Elizabeth Warburton,
Louis Aloysius Mahoney,	James Henry Weldon,
Helen Gardner Mank,	Ellen Mary Welsh,
Bessie Hazel Manock,	Alice Rita Whelan,
Arthur Peter McCormick,	Mary Alma Wholey,
Margaret Winifred McGowan,	Carrie Bennett Wightman,
Frank Watson McLanathan,	Emma Louise Woodcock,
Maurice Augustine McLaughlin,	Ethel Dewhirst Woodcock,
Sadie McQuilton,	Emory Thomas Wright, Jr.,
George Miller,	Nicholas Edward Young,
Rosa Helen Moeckel,	

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### HONOR LIST.

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Virginia Winthrop Belknap,	Edna Viola Haigh,
Bertha May Blades,	Louis Aloysius Mahoney,
Grace Carden,	Helen Gardner Mank,
Mabel Johnston Connor,	Rosa Helen Moekel,
Helen May Vivian Doody,	Frederick Leo Mulcahy,
Lillian Annette Engstrand,	Herbert Robert Petzold,
Ralph Edwin Gegenheimer,	Wilbur Leyland Taylor, Jr.,
	Ethel Dewhirst Woodcock.

## GRADUATING EXERCISES.

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Lawrence Evening High School, Class of 1905,  
Friday Evening, March 3, 1905.

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### PROGRAM.

ACCOMPANIST, CLARA LACASSE

PIANO DUETT, "Lustpiel Overture,"

*Kela Bela*

CLARA LACASSE, CORINNE TETREAU

ORIGINAL DECLAMATION, "The Crisis in Russia,"

DAVID AUGUSTINE KELLEHER

ESSAY, "Famous American Women,"

KATHERINE AGNES McDONALD

VOCAL SOLO, "Tell Me,"

*Von Tilzer*

JAMES CARNEY

ESSAY, "Character Building,"

AGNES MARY BLESSINGTON

ADDRESS TO GRADUATES,

MR. BERNARD M. SHERIDAN,  
SUPERINTENDENT OF SCHOOLS

PRESENTATION OF DIPLOMAS,

MR. MICHAEL J. SULLIVAN,  
CHAIRMAN OF THE EVENING SCHOOL COMMITTEE

CHORUS, "Auf Wedersehen."



## CLASS OF 1905.

Agnes Mary Blessington,  
Ruby Elizabeth Burns,  
William Frederick Butler,  
Cornelius Joseph Coughlin,  
Katherine Hamilton Ferguson,  
Joseph Aloysius Fitzgerald,  
William Anthony Gleason,  
Thomas Joseph Hanley,  
Robert William Hume,  
David Augustine Kelleher,  
Charles Austin Lewis,  
William William Maynard,  
James McTiernan,  
Sarah Elizabeth Mosson,  
Rosetta Helena O'Connell,  
Lillie Maud Perkins,  
Elsie Bertha Vogt,

John Henry Wolger,  
Louise Theresa Bubinger,  
James Alexander Butler,  
Catherine Alena Carr,  
Ruth Mae Deane,  
Cassie Irene Fitzgerald,  
Arthur John Franz,  
Arthur Joseph Haberstroh,  
Sarah Jane Harding,  
Margaret Irwin,  
David Patrick Lamond,  
Agnes Genevieve Maguire,  
Katherine Agnes McDonald,  
Carl Frederick Meinelt,  
Frank Nitzschke,  
Bernard Augustine O'Donnell,  
Frederick Joseph Stubbs,

Alfred Herman Weisner.

## GRADUATING EXERCISES.

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Of the Lawrence Grammar Schools at City Hall,  
Tuesday, June 27, 1905.

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### PROGRAM.

Music by a Chorus of Graduates assisted by E. B. Choate,  
Pianist, and the Columbian Orchestra.

#### MARCH.

CHORALE, "God of All Creation," *Tufts*

CHORUS, "Happy and Light of Heart," *Balfe*

#### ADDRESS TO GRADUATES,

PRINCIPAL ALFRED E. STEARNS,  
PHILLIPS ANDOVER ACADEMY

SONG, "The Forge," *Watson*

#### PRESENTATION OF DIPLOMAS.

PART-SONG, "Forth We Go," *Macy*

#### MARCH.

## NAMES OF GRADUATES.

## OLIVER SCHOOL.

Herbert Barraclough,  
George B. Bolton,  
George P. Boothman,  
Francis L. Carey,  
Edith M. Carlson,  
Irma B. Chappell,  
John F. Coggsell,  
Dennis F. Collins,  
Nettie I. Crosby,  
William J. Deacy,  
Joseph L. Dunlap,  
Marie R. Fitzsimmons,  
Helen V. Flemming,  
Gertrude G. Ford,  
Frank W. Gage,  
Adeline B. Gainsborg,  
Morris Gleekman,  
Gladys M. Herrick,  
Leo A. Higgins,  
Lawrence J. Hogg,  
Thomas J. Kanaly,  
Erick Kuhnert,

Edward A. Lawlor,  
Esther Levene,  
Paul C. Lyall,  
Frances S. Magoon,  
James J. Malley,  
Philip P. Maloney,  
James R. Mosher,  
Helen L. Murphy,  
Anna L. North,  
Timothy F. O'Hearne, Jr.,  
Mary F. O'Mahoney,  
Augusta M. Peasley,  
Gustave A. Plisch,  
James J. Roberts,  
Walter A. Rowan,  
Helen I. Schaaake,  
Anita Schneider,  
David Silbulkin,  
Bessie H. F. Silva,  
Ella M. Stone,  
George W. Summersby,  
Abraham Tepper,

Arthur A. Venner,

## PACKARD SCHOOL.

Arvid L. Anderson,  
C. Carleton Anderson, Jr.,  
Harold Armitage,  
Florence M. Bale,  
Elizabeth M. Beedles,  
Herbert R. Burgess,  
Mary F. Cate,  
Lilian E. Cherrier,  
Ethel E. Clough,  
Nellie C. Copp,  
Daniel F. Costello,  
Mary Crawley,  
Fred A. Dushame,  
John J. Farrissey,

Elizabeth L. Finlay,  
John H. Garvin,  
Elizabeth T. Gilmore,  
Maude C. Gray,  
Chester J. Greenwood,  
Una H. Grover,  
Martin F. Hannegan,  
Maurice J. Higgins,  
Agnes R. Hogan,  
Alice F. Horne,  
Helena C. Hopkins,  
Constance Hollinghurst,  
George C. Horne,  
Clarence L. Huntress,

Annie V. Jones,  
 John J. Keefe,  
 John J. Kelley,  
 Jane S. Kinney,  
 Elizabeth M. Lena,  
 Daniel J. Lenane,  
 Julia V. Lynch,  
 Michael F. Mahoney,  
 Henry G. Martin,  
 Marguerite V. McKew,  
 Bernard J. McParland,  
 Donald F. McQuesten  
 Deidamia E. Morrell,  
 Vida H. Mosley,  
 Mary V. O'Neil,  
 Grace A. Parker,  
 Louis C. Playdon,  
 James P. Powers,  
 Charles S. Riley,

Fred G. Robinson,  
 Henry E. Rollins,  
 Helen I. Rourke,  
 Ruth H. Ryley,  
 Lewis F. Sawyer,  
 Herman W. Schmeller,  
 Harley A. Shattuck,  
 John J. Shea,  
 Catherine C. Sullivan,  
 Louise Sullivan,  
 Walter M. Tacy,  
 Elmer F. Thomas,  
 Harry E. Thompson,  
 Christina R. Topham,  
 Gertrude P. Walsh,  
 Katherine F. Walsh,  
 Adolph G. Wenzel,  
 Rose E. West,  
 Thomas S. Wilson,

Grace E. Wood,

#### EMILY G. WETHERBEE SCHOOL.

Mabel R. Bacigalupo,  
 Rufus S. Bailey,  
 Mary E. C. Bowler,  
 Eva C. Callahan,  
 John A. Carpilio,  
 Ethel M. Cook,  
 Mary E. Cook,  
 John W. Crawford,  
 John A. Crowley,  
 William F. Devoy,  
 Mary R. Donovan,  
 Mary H. Dowe,  
 Eugenie L. Gingrass,  
 Gertrude S. Hayes,  
 Anna L. Henicksen,  
 Elizabeth A. Howell,

Mattie O. Hulford,  
 Charles A. Johnson,  
 Vernetta G. Jones,  
 William N. Keefe,  
 Margaret C. Keegan,  
 John J. Manock,  
 Charlotte M. McCabe,  
 Sadie A. Mills,  
 Marion F. Miner,  
 Hazel M. Nelson,  
 Mary J. Remmes  
 Ralph C. Poore,  
 Elizabeth G. Rooney,  
 Frank J. Sullivan,  
 Jennie E. Sullivan,  
 Helen L. Sweeney.

#### JOHN R. ROLLINS SCHOOL.

Wilhelmine Alfarth,  
 Harold T. Austin,  
 Ethel Ball,  
 Bertrand Banan,

Mary E. Berry,  
 Bessie M. Biery,  
 Clarence Brainerd,  
 Florence M. Brannen,

Marion Brown,  
 Bessie G. Chandler,  
 Jennie M. Connor,  
 James L. Connor,  
 Laurence A. Crane,  
 Leo J. Crawford,  
 Emma E. Dietzel,  
 H. Weston Earle,  
 Annabel Evans,  
 Florence E. Fletcher,  
 Edith H. Flynn,  
 Elizabeth A. Flynn,  
 Robert E. Franz,  
 Walter Geisler,  
 Alice C. Gens,  
 Isabella A. Gilkerson,  
 Natalie M. Gould,  
 Grace K. Greene,  
 Thomas C. Greer,  
 Arthur L. Hofman,  
 Helen E. Humphrey,  
 Mary T. Keleher,  
 Mabel Keller,  
 Grace F. Kent,  
 Gertrude J. Kimball,  
 Helen I. Lawson,  
 Carl H. Lesure,  
 Alice M. Lynch,  
 Walter Marat,  
 Ida L. Martin,

Herbert Matthes,  
 Annabella A. McGrath,  
 Peter J. McHugh,  
 Herbert J. Meister,  
 Bernhardt E. Meyer,  
 Lillie Miller,  
 Albert Miller,  
 Harold A. Molyneaux,  
 Elizabeth A. Morgan,  
 John J. Morrissey,  
 Genevieve A. Mullen,  
 Mary G. Murphy,  
 Mary J. Peabody,  
 Anna H. Queck,  
 Edwin L. Ramsden,  
 Otto Riedel,  
 Charles Roehler,  
 Dorothy Rogers,  
 Henry E. Schueler,  
 Eliza Shenstone,  
 Bertha Spalke,  
 Milton C. Stahl,  
 Edwin H. Steinert,  
 Bertha H. Stewart,  
 Angelia C. Tewksbury,  
 Norman L. Tewksbury,  
 Adaline P. Walker,  
 Helen B. Ward,  
 Nina B. Wiley,  
 Violet C. Wilson,

Herbert B. Wood.

#### A. B. BRUCE SCHOOL.

Leslie O. Ashton,  
 Ronald M. Bailey,  
 Pearl G. Barker,  
 Edward H. Beausejour,  
 Leslie E. M. Boynton,  
 Gertrude C. Brady,  
 William L. Caffrey,  
 Roy E. Chapman,  
 Charles A. Cronin,  
 Helen E. Cunio,

Mercy B. Curnew,  
 Helen F. Curtis,  
 Clinton R. Deane,  
 Sabina J. Delaney,  
 James H. Doucet,  
 Sadie A. Doucet,  
 Evelyn A. Ford,  
 Mildred R. Freeman,  
 Marion Fyfe,  
 George Hazelhurst,

Josephine J. Hebert,	Henry J. McLaren,
Henry W. Helberg,	Margaret McGrath
Elsie V. Henabry,	James H. Morgan,
Annie Hendry,	John C. Morgan,
John L. Hendry,	Katherine I. Murray,
Forrest C. Hinckley,	James J. Neil,
George H. Hitchner,	Marguerite O'Donnell,
Florence A. Huckman,	Elizabeth E. Parkhurst,
Lena E. Hoyt,	Harold T. Peaslee,
Alva B. Kent,	Maude A. Pierce,
Joseph E. Kerrigan,	Harold L. Prescott,
Florence J. Logan,	John J. Roberts
Ruth E. Kyes,	Helen M. Ryder,
Horatio D. Ludwig,	Anna L. Rushforth,
Edith W. Mank,	Grace A. Seavers,
Annie H. March,	William B. Slater,
Phillips B. Marsden,	Ethel A. Thyng,
Marion V. Marshall,	Alice A. Tonge,
Elizabeth A. McCarthy,	Roger S. Wainwright,
Josephine E. McCarthy,	Emily N. Woolham,
	Oliver A. Wyld.

## JOHN K. TARBOX SCHOOL.

John J. Banville,	George W. Lee,
Agnes G. Brouder,	Katherine A. Lyons,
Elizabeth M. Charlton,	Arthur L. Marshall,
John W. Clark,	Lillian M. Macgregor,
Edwin Cowen,	Marion E. Majerison,
Mabel J. Crosby,	Mary McCarthy,
Mary V. Devlin,	Margaret V. Milligan,
Bertha Dennis,	Winifred C. Milmore,
Thomas Finnigan,	Mary J. Moriarty,
Helen Fleming,	Margaret Mullen,
Arthur L. Greeley,	Catherine G. Neilon,
Gertrude E. Hoelzel,	Mary E. Scanlon,
George E. Ingram,	Jennie Schenk,
Clara E. Keilig,	Mabel L. Schwarzenberg,
William Kelleher,	Walter A. Singer,
Lillian M. Koehler,	Frances M. Sullivan,
Emily A. Kunze,	Ethel F. Sylvester,
Francis R. Landers,	George A. Taylor,
Catherine Laurie,	Bessie Tepper,
Benjamin R. Leach,	Bertha M. Wilson.



## TEACHERS.

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IN SERVICE DECEMBER 31, 1905.

(The numerical letters designate the year or grade.)

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### HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 58 Saunders School	'94	\$2,800
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*Civics.*

Edward S. Riley, Sub-Master, 6 Forest Street,	'92	1,800
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*Chemistry, Physics.*

Ada Lear, 82 Bradford Street,	'73	1,050
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*Latin, Greek.*

A. L. Fulkerson, Methuen,	'95	1,400
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*Manual Training.*

Elizabeth O'Leary, 21 East Haverhill Street,	'96	1,000
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*German.*

Ella M. Robinson, 45 Avon Street,	'96	900
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*French.*

Alice B. Macdonald, 27 Holton Street,	'96	1,000
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*English.*

Ernest C. Jewell, 463 Lowell Street,	'97	1,500
<i>Mathematics.</i>		
*S. Ella Penniman, 488 Broadway,	'97	900
<i>Greck, Latin.</i>		
Martha D. Tracy, 139 Franklin Street,	'97	900
<i>Latin, English.</i>		
Gertrude M. Hall, 28 Milton Street,	'97	900
<i>English.</i>		
Susan T. O'Connor, 19 Logan Street,	'99	800
<i>English.</i>		
Noelia Dubrule, 57 Bradford Street,	'04	700
<i>French.</i>		
Michael J. Mann, 36 White Street,	'04	800
<i>Algebra.</i>		
Bertha A. Merrill, 39 Abbott Street	'01	800
<i>English, Alegbra.</i>		
Katherine R. Regan, North Andover,	'01	750
<i>Geometry.</i>		
Sarah L. Peckover, 10 Lea Street	'03	750
<i>Book Keeping, Algebra.</i>		
Carleton E. Preston, 1000 Essex Street,	'03	1,200
<i>Natural Science.</i>		

Anna T. Mulholland, 393 Hampshire Street,	'04	550
<i>Stenography and Typewriting.</i>		
Dennis E. Callahan, 69 Exeter Street,	'02	1,000
<i>Latin.</i>		
Edward F. Cregg, 163 Bailey Street,	'02	1,000
<i>History.</i>		
Harriet C. Lord, 86 Ames Street,	'04	700
<i>English, Algebra, History.</i>		
August Sonntag, 129 Newbury Street,	'03	1,000
<i>Latin and German.</i>		

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### OLIVER SCHOOL.

(Haverhill Street opposite Lawrence Common.)

*Includes elementary grades above the fifth, between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R., on the west, and the Spicket River and Bruce Street on the north.*

Laurence J. O'Leary, Master, 11 Swan St.,	'01	\$1,500
Katherine M. Kenney, VIII, 379 Park St.,	'81	650
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	600
Mary A. Sullivan, VIII, 357 Oak St.,	'02	550
Frances M. Brainerd, VII, 59 Kendall St.,	'05	400
Ella F. Arthur, VI, 305 Lowell St.,	'93	550
Marie W. Collins, VI, 62 Avon St.,	'94	550
Mary A. Herlihy, VII, 19 Currier St.,	'05	400
Emily V. Brooks, VI, 85 East Haverhill St.,	'95	550
May I. Lawlor, VI, 100 Bennington St.,	'01	550
Bertha Bertolle, V, 366 Essex St.,	'02	500

Mary E. Geraghty, VI, 25 Allen St.,	'02	500
Mary A. O'Sullivan, VI, 164 Salem St.,	'05	400
M. Josephine Nichols, I, 47 Avon St.,	'04	450
Isabella Barrie, I, 5 Durant St.,	'04	450

### ALEXANDER B. BRUCE SCHOOL.

Ames Street (between Olive and Byron Avenues).

*Includes all elementary grades above the fifth year, west of M. & L. R. R., and first and second year grades west of Milton Street.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$2,000
Sarah A. Barlow, VIII, 48 Washington St.,	'87	650
Camelia A. Howe, VIII, Methuen,	'90	600
Mabel F. Noyes, VII, Methuen,	'90	600
Minnie A. Brown, VII, 490 Haverhill St.,	'95	600
Ida L. Freeman, VI, 503 Haverhill Street,	'93	600
Manora A. Bradford, VI, 20 Concord St.,	'96	550
Mary F. Foster, VI, 304 Lowell St.,	'94	550
Emma Stewart, V, 586 Haverhill St.,	'95	550
Helen M. Sawyer, V, 51 Railroad St.,	'05	400
Elisabeth Entwistle, V, 3 Caulkins' Ct.,	'97	500
Gertrude E. Fox, V, 18 Washington St.,	'05	400
Lydia H. Mahoney, I, 168 Margin St.,	'00	500
Bertha L. Morse, Assistant, 194 Broadway,	'05	400

### PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets).

*Includes all elementary grades above the second, east of B. & M. R. R., in South Lawrence.*

John J. Mahoney, Master, 352 Oak St.,	'03	\$1,500
Margaret G. Scanlon, VIII, 347 Salem St.,	'84	650

Ellen L. Toye, VIII, 240 Andover St.,	'82	600
Jennie A. McManus, VII, 291 South Broadway	'94	600
Mary J. Shinnick, VI, 44 Osgood St.,	'97	559
Catherine G. O'Leary, VI, 242 Salem St.,	'95	550
Jessie E. Simpson, VII, 124 Bailey St.,	'95	600
Anna H. Desmond, VI, 15 Springfield St.,	'95	550
Mary E. Harrington, V, 110 Newton St.,	'92	500
Helen F. Spring, V, 332 Broadway,	'99	550
M. Elizabeth Church, IV, 42 Salem St.,	'03	459
Edith L. Whittemore, IV, 5 Springfield St.,	'02	500
Louise M. O'Connell, Assistant, 59 Osgood St.,	'03	400
Mary E. Flanagan, V, 26 Kingston St.,	'03	450
Julia N. Collins, Assistant, 263 South Broadway,	'05	400

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### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street).

Ellen T. Cooney, IV, 78 Springfield St.,	'01	\$550
Helen F. Gainey, III, 1 Kingston St.,	'00	550
Helen F. Hughes, III, 222 South Union St.,	'00	500
M. Eva Russell, III, Methuen,	'99	550

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### JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt).

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook*

Hector L. Belisle, Master, 6 Sheridan St.,	'96	\$1,800
Maria Smith, VIII, 11 Berkeley St.,	'91	659
Mary Eastham, VII, Methuen,	'88	600

Mabel L. Cate, VII, 334 High St.,	'85	600
Emma J. Baker, VII, Methuen,	'89	550
Emma M. Ramsay, VII, 26 Boehm St.,	'03	450
Catherine L. Fitzpatrick, VI, 282 High St.,	'94	550
Margaret S. Brown, VI, 265 Jackson St.,	'99	550
Ellen C. Greene, VI, 5 Haverhill St.,	'95	550
Eleanor C. O'Connor, V, 19 Logan St.,	'03	450
Isabel F. Robbins, V, 78 East Haverhill St.,	'96	500
Lena A. Nolan, V, Andover,	'98	550
Ella M. Eastman, V, 82 Eutaw St.,	'01	500
*M. Elizabeth Carroll, Assistant, 297 High St.,	'03	400

\*LEAVE OF ABSENCE.

### JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut).

*Includes all elementary grades above the fourth, west of Lawrence Street, north of Spicket River.*

A, E. Baker, Master, 10 Buswell St.,	'03	\$1,800
Nora A. McNulty, VIII, 120 Tremont St.,	'94	650
Katherine A. Hynes, VII, Methuen,	'98	600
Theresa A. Lane., VII, 91 Bennington St.,	'93	600
Margaret M. O'Neil, VI, 147 Franklin St.,	'95	550
Theresa M. Twomey, VI, 180 Park St.,	'99	550
Mary L. Cotter, VI, 58 Exchange St.,	'97	550
Margaret A. Brouder, V, 139 Arlington St.,	'98	550
Nellie M. Reardon, V, 44 Manchester St.,	'99	550
Mary F. Deacy, V, 133 Lexington Street	'00	550
Laura A. D. Lord, V, 211 Abbott St.,	'02	500

### EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of the B. & M. R. R., in South Lawrence.*

John F. Higgins, Master, 182 Hampshire St.,	'01	\$1,700
Mary F. Collins, VIII, 55 South Broadway,	'93	650



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Grace M. Nesbitt, VII, 250 Jackson St.,	'99	600
Marietta Shanahan, VII, 279 Salem St.,	'88	600
Ida B. Hagar, VI, 40 Cambridge St.,	'99	550
Nora R. O'Neil, V, 11 Phillips St.,	'97	550
Ellen T. Holland, V, 15 Brookfield St.,	'01	500
Lauretta M. McCabe, VI, 17 Margin St.,	'99	550
Katherine M. Nolan, IV, Andover,	'98	550
Mary F. Hines, IV, 8 Winthrop Ave.,	'02	500
Elizabeth F. Donovan, Assistant, 3 Temple St.,	'03	450
Ella M. Hayes, Assistant, 42 Melrose St.,	'05	400

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### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street).

*Includes first three grades west of B. & M. R. R., in South Lawrence.*

Julia P. Tompkins, Principal, 13 South St.,	'66	\$700
Carrie J. Pingree, III, 250 Andover St.,	'81	550
Anna V. Healey, III, 342 South Broadway,	'91	550
M. Elizabeth Dowd, III, 152 Salem St.,	'92	550
Mollie B. Marsh, II, 334 Andover St.,	'95	550
Mary H. Callahan, II, 69 Exeter St.,	'96	550
Georgie M. Follansbee, II, 38 Cambridge St.,	'99	550
Jennie M. Quealey, I, 370 Haverhill St.,	'99	550

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### DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway).

Margaret G. O'Brien, I, 23 Cross St.,	'98	\$550
Josephine A. Kelley, I, 83 Newton St.,	'93	550
Nellie S. Stackpole, I, 66 Abbott St.,	'95	550
Alice McKenney, I, 46 Abbott St.,	'00	550

## UNION STREET SCHOOL.

Andover Street (near South Union Street).

*Including first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	550
Maud Vatter, II, 22 Albion St.,	'91	550
Margie C. Connor, I, 30 Osgood St.,	'99	550
Ella M. Churchill, I, 11 Cedar St.,	'99	550
Grace V. Desmond, I, 15 Springfield St.,	'02	500
Ena L. Stratton, Assistant, 69 Garfield St.,	'02	500
Stella L. Maffett, Assistant, 384 Andover St.,	'04	400
Margaret E. Tierney, Assistant, 45 Salem St.,	'05	400
Lilian B. Haverty, Assistant, 297 South Broadway,	'05	400

## ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Bennington Streets.*

Bridget A. Halley, Principal, 46 Avon St.,	'86	\$850
Letitia Wilcox, IV, North Andover,	'96	550
Lola F. Clifford, III, 115 Spruce St.,	'97	550
Helen M. Bean, III, 54 Holly St.,	'62	550
Elizabeth F. Conway, III, 114 Saratoga St.,	'88	550
Grace F. Conway, II, 57 Cross St.,	'89	550
Katharine W. Murray, I, 78 Cross St.,	'98	550
Mary M. Butler, I, 93 Bradford St.,	'99	550
Ellen M. Murphy, I, 128 Franklin St.,	'04	450
Jessie R. Brown, Assistant, 490 Haverhill St.,	'01	500

## PARK STREET SCHOOL.

Park Strret (between Lexington and Trenton Streets).

*Includes first four grades between Hampshire and Trenton Streets,  
north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.,	'77	\$650
Elizabeth J. Callahan, IV, 117 Oak St.,	'83	550
Mary E. Corkhill, III, 244 Park St.,	'01	500
Eleanor F. Sullivan, III, 104 Oak St.,	'00	550
Florence L. Abbott, II, 50 Thorndike St.,	'95	550
Agnes A. Ashe, II, Methuen,	'98	550
Helen S. Chubb, I, 109 Berkeley St.,	'91	550
Margaret M. Griffin, I, 19 Durant St.,	'02	500
Margaret G. Kennedy, Assistant, 49 Willow St.,	'97	550

## PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street).

*Includes first three grades east of Jackson Street and north of  
Platt Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill Sts.,	'74	\$600
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	550
Martha J. Sargent, I, 168 East Haverhill St.,	'88	550
Elizabeth H. Stannard, I, 113 East Haverhill St.,	'85	550
Elizabeth Lawlor, Assistant, 100 Bennington St.,	'03	450
Nora G. Cullinane, Assistant, 17 Currier St.,	'03	450

## STORROW SCHOOL.

Storrow Street (near Storrow Park).

*Includes first four grades south of Platt Street and east of Spicket River.*

Hattie B. Collins, Principal, V, 110 East Haverhill St.,	'78	\$600
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Alice Eastham, IV, Methuen,	'95	550
Alice L. Trott, III, 34 Marston St.,	'91	550
Margaret W. Mowatt, III and II, 57 High St.,	'97	559
Josephine M. Lundberg, I, 293 Broadway,	'02	500
Annie M. Fisher, Assistant, 115 Newbury St.,	'03	450
Mary G. Doyle, Assistant, 82 Avon St.,	'03	450

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### WALTON SCHOOL.

Methuen Street (corner Newbury Street).

*Includes first two grades between Spicket River and Jackson Street south of Summer Street.*

Elizabeth T. DeCourey, Principal, III, 203 Haverhill St.,	'90	\$600
Nellie M. Stoddard, II, 86 Jackson St.,	'77	550
Bessie G. Gainey, I, 1 Kingston St.,	'01	500
Hannah T. Curtin, I, 6 Daisy St.,	'03	450
Anastatia G. O'Brien, Assistant, 53 Bennington St.,	'03	450
Helen Campbell, Assistant, 19 Howard St.,	'05	400

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### NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket River.*

Nellie E. Smart, V, Principal, 65 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 63 Newbury St.,	'83	550
Enah T. Orff, III, 154 Newbury St.,	'03	450
Alice E. Gill, III, 32 Jackson St.,	'98	550

## HARRINGTON SCHOOL.

Newbury Street (corner Elm Street).

*Includes first three grades between Jackson Street and the Spicket River, north of Summer Street.*

Leslie Dana, Principal, III, 7 East Haverhill St.,	'76	\$600
Florence D. Hall, II, 100 Saunders St.,	'84	550
Margaret E. Loftus, II and I, 153 Newbury St.,	'93	550
Ada L. Riordan, I, 41 Mechanic St.,	'96	550
Anne F. Churchill, Assistant, 197 Oak St.,	'02	500
Josephine M. McQuade, Assistant, 142 Saratoga St.,	'03	450

## AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street).

*Includes first two grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

_____, Principal, _____		
Mary E. Leary, II, 286 Broadway,	'88	\$550
Genevieve M. Tierney, I, 21 Tremont St.,	'95	550
Mary G. Brogan, I, 177 Jackson St.,	'97	550
*Grace I. O'Neil, Assistant, 54 Butler St.,	'03	450
*Kathryn A. Twomey, Assistant, 180 Park St.,	'05	400
Alicia T. Quealy, Assistant, 379 Haverhill St.,	'05	400
Anna A. Murphy, Assistant, 89 Bromfield St.,	'05	400

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.,	'81	\$600
*Josephine L. Chase, IV, 13 Morton St.,	'82	550

\*LEAVE OF ABSENCE.

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Anna C. Lane, III and IV, 91 Bennington St.,	'95	550
Helen G. Kennedy, III, 91 Newbury St.,	'96	550
Nettie M. Murray, Assistant, 96 Butler St.,	'05	400

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## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire Street and the M. & L. R. R., South of Spicket River.*

Pamelia J. Ladd, Principal, V, 72 Bradford St.,	'67	\$600
Mattie M. Hatch, IV, 27 Cross St.,	'92	500
Grace M. Wadsworth, V, 65 Tremont St.,	'92	550
Ellen G. Dunn, IV, 83 Cross St.,	'94	550

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## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Cedar and Florence Place.*

Caroline G. Donovan, Principal, III, 56 Bradford St.,	'95	\$600
Edith M. Messer, II, 579 Haverhill St.,	'87	550
Margaret L. Shanahan, I, 131 Haverhill St.,	'96	550
Mary A. V. Farley, I, 93 Bradford St.,	'96	550
Bertha E. Holtham, Assistant, 67 Bodwell St.,	'05	400

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## ESSEX SCHOOL.

*Includes third and fourth grades west of M. & L. R. R., between Water Street and Cemetery.*

Annie F. McDermott, Principal, 460 Lowell St.,	'81	\$700
Annie M. Kennedy, IV, 40 Reservoir St.,	'00	550
Elizabeth Stafford, IV, 78 Butler St.,	'96	550
L. Florence Kennedy, IV, 759 Essex St.,	'01	500



Florence E. Griffin, III, 56 Bradford St.,	'78	550
Daisy E. Stevens, III, 98 Auburn St.,	'02	500
Emma F. Churchill, III, 11 Cedar St.,	'04	450
Lillian Holtham, III, 67 Bodwell St.,	'03	450
Mary L. Seanlon, III, 116 Maple St.,	'04	450
Mary G. McCabe, Assistant, 15 Byron Ave.,	'05	400

## WARREN STREET SCHOOL.

I. Mae Magoon, II, 26 Butler St.,	'03	450
Maude Gorman, II, 6 Royal St.,	'03	450
Margaret M. Crowley, I, 610 Lowell St.,	'03	450

## RIVERSIDE SCHOOL.

School Street (corner Doyle Street).

*Includes first two grades west of M. & L. R. R., and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.,	'85	\$600
Grace E. Kingston, II, 58 Bellevue St.,	'94	550
Ellen I. McCartin, I, 50 Warren St.,	'01	500
Elsie R. Houston, I, 216 Broadway,	'01	500

## LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street).

*Includes first grades west of M. & L. R. R., north of Essex Street, south of Haverhill Street, and east of Milton Street.*

Mary A. Dame, Principal, II, 614 Haverhill St.,	'73	\$600
Anne S. Lane, II, 79 Butler St.,	'80	550
Cora A. Miles, I, 33 Railroad St.,	'02	500
Anna J. Murray, I, 36 Warren St.,	'96	550

## WASHINGTON SCHOOL.

Manchester Street (corner Washington Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of M & L. R. R., north of Haverhill Street, and east of Forest Street and the cemetery.*

Elizabeth F. Devlin, Principal, 15 Cross St.,	'86	\$600
Elizabeth S. McGregor, III, 13 Lake St.,	'99	550
Lizzie M. Crabtree, II, 97 Greenwood St.,	'92	550
Sara A. White, II, 48 Holly St.,	'97	550
Alice V. Fitzgerald, I, 353 Broadway.	'00	550
Mabel J. Cheney, I, North Andover.	'94	550
K. Agnes Donovan, Assistant, 94 Bradford St.,	'94	500

## OAK STREET SCHOOL.

Oak Street (rear of Oliver School).

*Includes first three grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.*

Ellen M. Dooley, Principal, 144 Jackson St.,	'91	\$625
Carrie A. Grimes, III, 6 Reservoir St.,	'05	400
Agnes E. English, III and II, 21 Tremont St.,	'02	450
Kathleen C. Doheny, II, 265 Haverhill St.,	'98	550
Alice T. Keefe, I, North Andover,	'00	550
Rachel H. Stannard, I, 118 East Haverhill St.,	'01	450
M. Evelyn Josselyn, I, 1 Methuen St.,	'01	500
Josephine Lawlor, 100 Bennington St.,	'05	400

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Streets.

Leila M. Lamprey, Principal, 277 Haverhill St.,	'83	\$1,400
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## CRITIC TEACHERS OF PRACTICE SCHOOL.

Ella F. Eastman, V, IV, 54 Berkeley St.,	'80	750
Annie L. O'Connor, III, II, 10 Whitman St.,	'93	700
Emma J. Greenwood, II, I, 484 Jackson St.,	'96	700

## TEACHERS OF OBSERVATION SCHOOL.

Harriet A. McKone, VII, North Andover,	'87	\$650
Nellie S. Winchester, VII, 31 East Haverhill St.,	'94	600
H. Frances McDonnell, VI, North Andover,	'96	600
Mary A. Mahoney, VI, North Andover,	'93	600
Grace L. Conlin, VI, 32 Belmont St.,	'01	550
Mabel L. Mullen, V, 252 Jackson St.,	'00	550
Laura K. Prescott, IV, 690 Haverhill St.,	'01	500
E. Mabel Andrews, IV, 5 Kendrick St.,	'93	550
Ellen C. Tobin, III, 430 Haverhill St.,	'98	550
Ethel C. Ramsey, III, 263 Jackson St.,	'98	550
Ada B. Locke, I, 206 Boxford St.,	'05	400

## POST GRADUATES OF LOWELL NORMAL SCHOOL.

(Five months' Supplementary Class.)

Ina P. Washburn, V, 39 Cross St.  
 Leonora Knapton, IV, 87 Myrtle St.  
 Mary L. Greene, III, 5 Haverhill St.  
 Ellen M. O'Connell, II, 163 Bailey St.  
 Alice W. O'Connor, II, 19 Logan St.  
 Margaret T. Donovan, I, 94 Bradford St.

UNDERGRADUATES OF LOWELL NORMAL SCHOOL.  
(Three months' Practice Division.)

Anna M. O'Connell, 144 Newbury St.  
Florence E. Page, Methuen.  
Lucy S. Carter, West Andover.  
Mary J. O'Leary, Haverhill.

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DIRECTORS OF MUSIC.

William W. Keays, Melrose Mass.,	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.,	'99	850

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DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.,	'91	\$1,500
Annie T. McCarthy, 265 Haverhill St.,	'02	700

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SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Ave.,	'99	\$1,200
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TEACHER OF ELOCUTION.  
HIGH SCHOOL.

Bertha M. Robinson, 7 Campo Seco St.,	'01	\$700
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TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$550
Gertrude M. Joyce, 34 Berkeley St.,	'86	550
Eleanor E. Quealey, 379 Haverhill St.,	'01	550

## EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

Augustine X. Dooley, Principal.

Edward S. Riley,  
Walter O. Jewell,  
Edward P. Morton,  
Mary A. Bailey,  
Daniel A. Arundel,  
Louise S. Halley,  
Florence Fremmer,  
Myra H. Church,  
Elizabeth Carroll,  
Mary E. Clifford,  
Carrie A. Grimes,

John O'Mahoney,  
Bertha Abercrombie,  
Edward McAnally,  
Michael A. Sullivan,  
Cornelius J. Mahoney,  
Walter T. Rochfort,  
Edgar Gilbert,  
Helen Campbell,  
Helen McGregor,  
Joseph A. O'Connor.

*Drawing.*

Fred W. Colman.

Albert S. Huntress.

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

William J. Delaney, Assistant Principal.

Z. A. Berthiaume,  
Fred H. Matthes,  
Joseph LaFrance,  
Helen R. O'Brien,  
Francis O'Herlihy,  
John J. Regan,  
William C. Collins,  
F. X. Hogan,

Annie F. Driscoll,  
L. Madeline Keleher,  
Elizabeth A. Reid,  
Grace Coveney,  
Elizabeth Hendry,  
Louise Bishop,  
Hugh McConnor,  
Arthur A. Auger,

Alice B. O'Connell,  
Katherine Mahoney,  
William J. Hughes,  
Grace M. Hanrahan,  
Nonie M. Ahern,  
Mary A. Linehan,  
Lizzie J. Carroll,  
Valeda E. Marier,  
Katie McKenna,  
Eva Morache,  
Ellen M. Quigley,  
Mary E. Daly,

D. W. Hoff,  
Grace Sampson,  
Helen Gallagher,  
Mary McSweeney,  
Gertrude Hanrahan,  
May Kittredge,  
Luke Devaney,  
Louis A. Kane,  
James A. Dowd,  
Annie V. Dunn,  
Charles Clifford.

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## ESSEX SCHOOL.

Frederick C. Wainwright, Principal.

Margaret Brennan,  
Hornidas Girard,

Minnie Kingston,  
Elizabeth C. Miles.

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## PACKARD SCHOOL.

Joseph Donovan, Principal.

T. H. Vincent,  
Mary Hannon,

W. J. Graham,  
William S. McCormick.

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## JOHN R. ROLLINS SCHOOL.

George McLane, Principal.

Adolph Schumacher,

Annie Gens.



TRUANT OFFICERS.

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James R. McGowan, 14 Berkeley Street.

E. J. Cate, 142 Howard Street.

Michael Sullivan, 85 East Haverhill Street.

Office at Old High School Building. Hours: 7.45 to 8.30 A. M.,  
and 11.15 A. M. to 12 M., and 4 to 5 P. M.

## JANITORS.

John W. Carroll, 185 Essex Street—Walton School, Newbury Street School.

John Dolan, 121 Elm Street, Martin Egan, 290 Elm Street—Gilbert E. Hood and Harrington Schools.

Michael P. Higgins, 16 Berkeley Street—Hampshire Street School, Park Street School.

R. G. Newton, 9 Merrimack View—Riverside School, Essex School.

William Butler, 32 Warren Street—Lowell Street School, Warren Street School.

John Scannell, 7 Chester Street—Packard School, Packard School Annex.

Thomas J. McLaughlin, 52 Cambridge Street—Union School.

Andrew J. Dunn, 21 Buswell Street, Patrick Fitzpatrick, 38 Trenton Street—High School.

Patrick Murley, 283 Elm Street, Michael J. Clark, 79 Concord Street—Oliver School.

John Hayes, 236 Lawrence Street—Washington School, Arlington School.

Waldo H. Lesure, 5 Home Street—John R. Rollins School.

Patrick Moran, 125 Essex Street—Prospect Street School, Storrow School.

John Haggerty, 196 Park Street—John K. Tarbox School.

Michael McCarthy, 55 Osgood Street—Manual Training School.

Daniel J. Donovan, 222 Salem Street—Emily G. Wetherbee School.

M. F. Donovan, 446 Andover Street—Daniel Saunders School, Daniel Saunders School Annex.

William M. Summers, 120 Amesbury Street—Cross Street School, Franklin School.

William S. Ford, 27 Byron Avenue—Alexander B. Bruce School.

Martin Redmond, 238 Oak Street—Amesbury Street School, Oak Street School.

## CALENDAR.

The first term of the present school year began Tuesday, September 5, and continued sixteen weeks, ending Friday, December 22.

The second term will begin January 2, 1906, and will continue eight weeks, ending Friday, February 23, 1906.

The third term begins Monday, March 5, and continues eight weeks, ending Friday, April 27.

The fourth term will begin Monday, May 7, and continue eight weeks, ending Thursday, June 26.

The first term of the next school year will begin Tuesday, September 4, 1906, and continue sixteen weeks, ending Friday, December 21st, 1906.

### HOLIDAYS.

New Year's Day, Washington's Birthday, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs March 1, the week in which occurs May 1, and the period in summer from June 29 to September 5.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M. or at 6.30 P. M., indicate that the sessions of the schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE FOR 1906

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REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

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HON. JOHN P. KANE, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,	<i>Secretary</i>

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## MEMBERS

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1908
	HUGO E. DICK, Tel. 622-2 129 Newbury Street.	1905
<i>Ward 2.</i>	WILLIAM H. HANRAHAN, Tel. 236-4, 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1907
	JOHN A. KENNEDY, 293 Elm Street.	1907
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268-4, 182 Hampshire Street.	1907
	JOHN H. BANNON, M. D., Tel. 853-3, 19 Green Street.	1907
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1906
	WILLIAM HENDRY, 17 Essex Avenue.	1906
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 737-3, 59 Farnham Street.	1906
	PHILIP A. MCCARTHY, Tel. 632, 55 Osgood Street.	1906

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and M. J. Sullivan.

MUSIC—Messrs. Mahoney, Dick and Dr. Bannon.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Dick, McCarthy, Scanlon and Kennedy.

PRIVATE SCHOOLS—Messrs. Breen, Hendry, McCarthy and Hanrahan.

EVENING SCHOOLS, DRAWING AND PENMANSHIP—Messrs. M. J. Sullivan, Hendry, Kennedy, Dr. Bannon, Beil and Hanrahan.

HIGH SCHOOL AND NORMAL DEPARTMENT OF TRAINING SCHOOL—Messrs. Breen, Hyde, M. J. Sullivan, Dick, Dr. Bannon and Scanlon.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, Beil and Hanrahan.

RULES—Messrs. Scanlon, M. J. Sullivan and Dick.

SCHOOL HOUSES AND SANITATION—Messrs. Dr. Bannon, McCarthy, Hyde, Kennedy and Beil.

SALARIES—Messrs. Hendry, Breen and McCarthy.

MANUAL TRAINING—Messrs. Hendry, Mahoney and Dick.

SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. McCarthy, Sullivan, Hyde, Dr. Bannon and Hanrahan.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Dick and Beil.

Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Hanrahan and Scanlon.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Bannon.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.





SIXTIETH  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE  
MASSACHUSETTS



1906

MORRISON BROTHERS, PRINTERS



239 ESSEX STREET, - LAWRENCE

# SCHOOL COMMITTEE

FOR 1906

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REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

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HON. JOHN BREEN,           -           -           -	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,           -           -	<i>Secretary</i>

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## M E M B E R S

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1908
	HUGO DICK, Tel. 622-2 129 Newbury Street.	1905
<i>Ward 2.</i>	WILLIAM H. HANRAHAN, Tel. 236-4 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1907
	JOHN A. KENNEDY, 293 Elm Street.	1907
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	WILLIAM HENDRY, 17 Essex Avenue.	1906
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 737-3 59 Farnham Street.	1906
	PHILIP A. McCARTHY, Tel. 632, 55 Osgood Street.	1906

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MANUAL TRAINING—Messrs. Hendry, Mahoney and Dick.

SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. McCarthy, Sullivan, Hyde, Dr. Bannon and Hanrahan.

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### *MIDDLE AND PRIMARY SCHOOLS*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Dick and Beil.

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Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. Bannon.

Lowell Street, Essex, Riverside and Alexander B. Bruce Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. M. J. Sullivan and McCarthy.

NOTE—At the regular meeting of the School Committee held December 27, 1906, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.

# SUPERINTENDENT'S REPORT.

LAWRENCE, MASS., December 27, 1906.

*To the School Committee of the City of Lawrence :*

In preparing this, the sixtieth annual report of the public schools of Lawrence, and the third which I have had the honor to present, I have refrained from the customary discussion of educational problems, and have designed, instead, to assemble pertinent facts and figures with a purpose to show in a practical and definite manner, the actual condition of the schools with respect both to the present cost and some of their future needs. To this statement of facts I have added brief observations and recommendations wherever there seemed a call for them.

I have in this report called special attention to the matter of expenditure, not because there is any pronounced public belief that our schools are extravagantly managed, but simply because I believe that, as a straight business proposition, an enterprise of the magnitude of a city system of public schools, involving a yearly outlay of a sum of money approaching a quarter of a million of the people's money, should have its expenditures searchingly scrutinized to see that not a dollar more than is necessary is spent, and that the community receive back in civic intelligence, character, and usefulness the highest possible return of every dollar that is spent. Lawrence is spending a great deal of money upon her schools. Her means are in no way commensurate with her belief in, and her liberality toward, public education. By reason of the character of her industries, into which of recent years peoples of wholly alien race and language have been entering by thousands, she is compelled to assume the burden of bringing these to comport with the educational standards which Massachusetts has wisely fixed for all her youth as a basis of intelligent citizenship.

This growth in population is likely to be out of all relation to the increase of property value from which school revenues are derived. Hence if it were only a matter of maintaining for this larger number of pupils a standard of efficiency equally as high as that already reached, it would require a most diligent study of ways and means to keep the expenditures of our department from absorbing an abnormally large share of the city's revenues. But in addition to keeping up the present efficiency of our schools, there are many extensions, and expensive extensions, of our school work that we cannot very long postpone. The vast problems of industrial and commercial training for the youth of America are in the forefront everywhere. Our own schools must, to some extent at least, meet the universal and insistent demands which changing conditions of the modern industrial and commercial world are making upon its educational systems. The reasons for this wide-spread demand that our curricula be less exclusively cultural and more liberally vocational than our present courses I need not set forth here. Everyone who is interested in education knows the meaning of the movement. The wonderful industrial evolution of our country which has already placed us in the front rank of commercial nations is but the beginning of an era of material prosperity and power of which history has no parallel. The preparation of our youth to be wise leaders and efficient workers in these great fields of commercial and industrial activity calls for the best preliminary training which the brains and resources of the republic can furnish.

The following extracts from the report of the Commission on Industrial and Technical Education created by former Governor Douglas strike the keynote of this discussion. The report was published in April of the present year. It says :

"The broader-minded students of education, men who look at their own work in the light of all its relations to society and individuals, are coming more and more to feel that education is more than schooling of the old-fashioned type; and that for the fullest development of a child he must early and continuously be regarded as a member of the whole community, must be



familiar with all its activities, and must be taught progressively to share in those activities, giving as well as receiving, producing as well as consuming, doing as well as learning."

"Besides this general and theoretical interest, there is a practical and specific interest among manufacturers and wage earners because of a personal need. In many industries the processes of manufacture and construction are made difficult and more expensive by a lack of skilled workmen. This lack is not chiefly a want of manual dexterity, though such a want is common, but a want of what may be called industrial intelligence. By this is meant mental power to see beyond the task which occupies the hands for the moment to the operations which have preceded and to those which follow it,—power to take in the whole process, knowledge of materials, ideas of cost, ideas of organization, business sense, and a conscience which recognizes obligations. There is a growing feeling of inadequacy of the existing public school system to meet fully the need of modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. Where there was not a pronounced opinion, there was a vague feeling of dissatisfaction with results. This does not imply hostility. The people are loyal to the purpose of the schools, and proud of the advanced position which the State has held, and they do not complain of the cost. They hesitate to criticise, and are far from desiring any revolutionary change; but they are inquiring with open minds whether some modifications may not be possible by which the schools may reach in a more practical way the great body of children and youth."

As a result of the public hearings held in many cities and the special investigations, the commission arrived at the following conclusions:

1. "For the great majority of children who leave school to enter employments at the age of fourteen or fifteen, the first three or four years are practically waste years so far as the actual productive value of the child is concerned, and so far as increasing his industrial or productive efficiency. The employ-

ments upon which they enter demand so little intelligence and so little manual skill that they are not educative in any sense.

“For these children, many of whom now leave school from their own choice at the completion of the seventh grade, further school training of a practical character would be attractive and would be a possibility if it prepared for the industries. Hence any scheme of education which is to increase the child's productive efficiency must consider the child of fourteen.”

2. “Children who continue in school until sixteen or eighteen, especially if they complete a high school course, are able to enter upon employments of a higher grade, usually in mercantile pursuits, and they are able by reason of greater maturity and better mental training to learn the technique of their employment in a shorter time; but they are wholly lacking in manual skill and in what we have called industrial intelligence. For the purpose of training for efficiency in productive employments the added years which they spend in school are to a considerable extent lost years. In the cases of both classes of children the employment upon which they enter on leaving school is determined by chance.”

3. “The industries of Massachusetts need, in addition to the general intelligence furnished by the public school system and the skill gained in the narrow fields of sub-divided labor, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship, and design. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly.”

4. “The state needs a wider diffusion of industrial intelligence as a foundation for the highest technical success, and this can only be acquired in connection with the general system of education into which it should enter as an integral part from the beginning. The latest philosophy of education re-enforces the demands of productive industry by showing that that which fits a child best for his place in the world as a producer tends to his own highest development physically, intellectually and morally.”

All this means for us the establishment within the next few years of broad commercial courses in our high school and a much wider extension of our work in manual training in all of them. Our present courses in both these departments are insignificant in the face of modern demands. But to establish them properly will involve a large additional expenditure of money. It therefore becomes of the utmost importance that the Board should apply itself to the task of planning for the future with all promptness and diligence. In respect to the development of our schools along the lines I have been suggesting, it will be a task requiring the most careful study and the keenest foresight. Throughout it all the consideration of the cost must be of constant concern. It is hoped, therefore, that the figures presented in the first part of this report may be useful guides in determining the possibilities and the limitations of our work in the future.

It will be borne in mind, of course, that the most important results of school work are not easily measured and compared. They cannot be tabulated or percented. It is the intelligence, character, and ideals of those who go out from the schools that, in the final analysis, reveal the wisdom and success of their administration. It is in returns like these that a city receives, with interest a hundred fold, the dividends from the money spent upon them. Perhaps I may be pardoned, also, for suggesting that no report, however practical and definite it may aim to be, can give to the Board as clear a knowledge of the higher aims and purposes of the schools as may be derived from frequent personal visits to the classrooms. It is not fair to say that these things are the business of those who are paid to teach and supervise; their efforts should be constantly supplemented and strengthened by the close personal sympathy and intelligent criticism and help of every member of the Board.

In the statistics which follow, it has been arranged wherever possible that comparisons can be made between our schools and those of other cities and the state at large, and also between our own schools today and those of several years ago. To most

of them have been added explanatory notes and brief statements of their significance:

### FINANCIAL STATEMENT.

#### RECEIPTS.

Appropriation by City Council.....	\$217,000 00
For tuition and sale of text-books.....	154 33
Donations, Woman's Club and Travellers' Club, Vacation Schools.....	110 00
Donation, Trustees White Fund....	171 40
Overdraft .....	11,965 88
	<hr/>
	\$229,401 61

#### EXPENDITURES.

Salaries of teachers.....	\$174,831 10
Salaries of janitors.....	17,573 25
Salary of superintendent.....	3,000 00
Salary of clerk.....	435 00
Salaries of truant officers.....	3,300 00
For text-books.....	6,180 62
For supplies.....	9,000 05
For fuel.....	11,746 10
For incidentals.....	3,335 49
	<hr/>
	\$229,401 61

### COMPARATIVE STATEMENT OF EXPENDITURES FOR THE YEARS 1905 AND 1906.

	Expended during 1906	1905	Increase	Decrease
Salaries of teachers .....	\$174,831.10	\$161,375.80	\$13,455.30	
Salaries of janitors.....	17,573.25	16,449.25	1,124.00	
Salary of superintendent..	3,000.00	3,000.00		
Salary of clerk.....	435.00		435.00	
Salaries of truant officers..	3,300.00	3,066.66	233.34	
For text-books.....	6,180.62	6,031.39	149.23	
For supplies .....	9,000.05	8,554.91	445.14	
For fuel .....	11,746.10	15,119.55		3,373.45
For incidentals .....	3,335.49	3,354.51		19.02
Totals.....	\$229,401.61	\$216,952.07	\$15,842.01	\$3,392.47

From 1900 to the beginning of the present year the annual appropriations for school purposes were wholly inadequate to meet the constantly growing demands upon the department. During this period there was each year apportioned the stationary sum of \$180,000. The consequence was a series of overdrafts each larger than its predecessor, reaching last year a total of more than thirty-six thousand dollars. It has been suggested by some as not unlikely that those whose business it was to apportion the revenues were not wholly unmindful of the fact that it was the School Department which can with the best face be found with an overdraft on its hands. It is not popular to criticize too sharply the system of public schools. But be that as it may, whatever has been the experience of other department heads, it is my belief that any department which is foredoomed to balance its accounts at the end of the year by the entry of a huge item called "overdraft" is a good deal more likely to be wastefully than economically adminis-



tered. There is some motive and satisfaction in keeping within a reasonably adequate appropriation. If, on the contrary, there is nothing ahead but the prospect of a huge overdraft, what matter if the latter be a thousand dollars more or less? It is a wonder that such an unbusinesslike policy has not led to greater indifference to matters of expenditure upon the part of the Committee.

This year things have been differently managed. Through the efforts of the Mayor the School Department received an appropriation of \$217,000, a sum a few dollars in excess of last year's expenditure. It is, therefore, greatly to be regretted that we have not been able to live within our appropriation, for the first time in years equal to the previous year's expenditure. But two obligations, entailing unusual outlays of large proportions, had been laid upon the department for this year. One was the raising of the maximum salary of women teachers by the amount of fifty dollars, passed by vote of the Committee in October of 1905, and becoming operative January 1, 1906. The other was the necessary compliance with an act of the legislature passed April 6, 1905, and effective on January 1, 1906, compelling the attendance upon day school of all illiterate minors under sixteen years of age. The special salary increase was from the first day participated in by ninety-nine teachers who had served in the schools for a period of five years, and during the year eight others under the same conditions entered upon this higher scale of wages. During the year the sum of \$4,564.87 has been expended by virtue of the special salary enactment.

In obedience to the statute compelling the attendance of illiterate minors upon day schools, nine classrooms seating twenty-five pupils each were opened in the Old High School building on January 1, 1906, and nine teachers were employed in the special instruction of these non-English-speaking boys and girls. The number of these rooms was reduced to four at the re-opening of school in September, and these have been maintained to more than their full capacity until the present time. The cost of this additional school for tuition alone has



been \$3,170.18: including books and supplies, janitor service, and other items, close to \$4,000.00. So that for these two extraordinary expenses is to be charged an increase of nearly nine thousand dollars in our 1906 expenses. Besides these two special expenses, the regular increases of teachers' salaries by operation of the schedule amounted to \$1,380, and the additions to the teaching and janitor force account for nearly all the rest of the excess of this year's expenditure over that of 1905. The decrease in the cost of fuel indicates neither a lower price nor a more economical use of that commodity. It is simply due to the fact that the contractor has for some reason not been able to deliver as much coal up to date as in former years, and only that portion of which has been delivered has been paid for.

To the incidental account have been charged this year \$400 for rent of rooms in the St. Patrick's Parochial school and \$375 for the salary of the school physician.

**Growth of the Lawrence Schools in Ten Years.** The following statement of the growth of public school systems throughout the State at large and the increase of the cost of maintaining them in the past ten years compared with what has taken place in Lawrence during the same time should be of value in shaping our progress for the coming decade. The figures are taken from the latest report of the State Board of Education:—

	Lawrence.	Average. Whole State.
Gain in population . . . . .	34.28 per ct.	19.98 per ct.
Gain in school population (ages five to fifteen). . . . .	35.44 “	25.51 “
Gain in public school enrollment . . . . .	33.44 “	20.56 “
Gain in average membership . . . . .	47. “	29.40 “
Gain in average attendance . . . . .	41.9 “	24.57 “
Ratio of public enrollment to population:—		
In 1895. . . . .	12 “	16.50 “
In 1805. . . . .	11 “	16.47 “
Gain in high school enrollment . . . . .	101 “	38.61 “
Gain in evening school attendance. . . . .	143 “	64.14 “

	Lawrence.	Average. Whole State.
Gain in monthly wages of male teachers.	3 per ct.	15.95 per ct.
Gain in monthly wages of female teachers	*2 " "	18.27 "
Expended for support of schools, exclusive of new buildings and repairs :—		
In 1895.....	\$133,620.13	
In 1905.....	\$216,952.07	
Increase.....	62.3 per ct.	61.49 per ct.
Cost of school support for each child in the average membership, exclusive of new buildings and repairs :—		
In 1895.....	\$24.45	\$23.88
In 1905.....	\$29.16	\$29.82
Increase.....	19 per cent.	24.87 per ct.
Percentage of total city valuation expend- ed on public schools :—		
Returns of 1895.....	\$3.34	\$ 4.81
Returns of 1905.....	\$4.90	\$ 5.38
Increase.....	\$1.56 per \$1000	\$ .57 per \$1000

\*Decrease.

The first item of the foregoing comparison shows that in the decade preceding 1906 the population of Lawrence has increased with far greater strides than that of the average Massachusetts community; while the last indicates her failure to have increased in valuation in anything like the same proportion. For while the cost of the Lawrence schools during the past ten years, (exclusive of new buildings and repairs) has been increased by only a fraction of one percent more than the average increase for the whole State (and this to take care of an increase in school membership nearly double the average increase throughout the State) in the ratio of valuation the increased cost has been nearly three times as great.

A comparison of the cost of school support for each child in the average membership (which is the only logical basis upon which to judge of expense) shows the average increase in the ten years to be twenty-five percent. In Lawrence it has

been less than twenty percent. Including the cost of new buildings, of course, would raise the fraction considerably, though that of the State would be similarly affected. For this increase in the per capita cost, to which I shall have occasion later to refer, we can show better schoolhouses, better trained teachers, pupils more regular in attendance, a high school more than doubled in numbers, evening schools almost trebled, and school rooms better equipped with text-books and appliances for successful work.

The most striking point of difference in the table is the disparity between the wage increase for teachers in Lawrence compared with the State at large. While the general average of men's wages throughout the State has increased nearly sixteen percent, in Lawrence the figure is only two percent, and while women teachers' wages in general have risen 18 1-4 percent, the average monthly wages of the Lawrence women teachers in 1905 were actually lower than the same item ten years ago. There would be some improvement shown were the comparison to be made this year, since the salary legislation of last year raised the wages of more than a third of our teachers by an amount of five dollars a month. But it still remains true that it is the low scale of wages paid our teachers which has kept the increase of our expenditures in the last ten years from considerably exceeding the State average. Later on, I shall refer to a tendency which has been growing in our schools which has the effect of neutralizing to a large extent the saving effected by keeping the wages of teachers down, and which even tends to keep them down.

Just here it is pertinent to remark that while the raising by ten percent of the maximum salary of women teachers which has been shared this year by more than a hundred teachers is giving to these, on account of the highly increased cost of living, much less than the equivalent of the lower salary ten years ago, yet the fact that the increase was granted from a sense of justice and a spirit of appreciation renders the action of the Board more commendable than the causes which have actuated similar measures in other places. The teachers of most smaller

cities, not being to any extent native to the place, are being constantly drawn away by superior attractions in the way of salary offered by the larger cities. If the former wish to retain their teachers the School Boards are obliged to pay salaries more nearly approaching the salary schedules of larger cities. In Lawrence it is an almost unheard of thing for teachers to go away to teach. The homes of the most of them are here, and on that account their living is less expensive to them; besides, their personal comfort and contentment are greater than away from home. Thus, it is not necessary for Lawrence to raise salaries in order to keep her teachers from accepting other positions or to bid high prices for the sake of attracting teachers from abroad to take the place of those who leave, as is the case in nearly every other city. This disinclination of Lawrence girls to seek places where salaries are higher, in conjunction with the rule which practically makes impossible the employment of outsiders, at one and the same time increases the supply and lessens the demand. Yet it is the action of the law of supply and demand which in the long run determines the price of the teaching commodity just as surely as it does the ordinary commodity of trade. It is the experience of all places where competition is free, that there never was before such a scarcity of well-trained and capable teachers. So that in order to maintain a high efficiency they are compelled to offer a scale of wages higher than that offered here. Our system, on the other hand, while it holds out assurance of employment to all home girls who are qualified to complete their period of training, will always operate against their being paid the real market price for their work. It is right that teachers should remember these things when the question of salary is under discussion.

The fact remains, however, that even those teachers who benefited by the ten percent increase granted at the beginning of the present year are actually receiving a lower rate of compensation than ten years ago with the lower scale of salary. It is a well known fact that the salaried employee is always at disadvantage at periods of prosperity and high prices, as



salaries are much slower to advance than prices or wages. The salaried employee with a stationary income must not only pay the higher prices, but he almost of necessity follows his neighbor, more fortunate in an increased income from the prosperous times, in an indulgence in larger expenditures. Salaried employees must live according to the standard of those around them, and this is especially true of teachers. Their lives are in the public view, and to maintain the social and professional standards which the times demand they must reconcile themselves to expenditures wholly out of proportion to their income.

It is probably safe to say that during the last ten years the cost of living has increased from fifteen to twenty per cent. An investigation of this matter in Middlesex county, a report of which has just been published, gives the average increase in the cost of living for the eleven cities of that county as 19.6 per cent. Figuring upon the basis of an increase of 20 per cent. in the cost of living, it will be seen that \$600 in 1906 is worth no more to the teacher than \$500 in 1896, or, putting it a little differently, \$600 in 1896 had as much purchasing power as \$720 has today. Such being true, our teachers have actually had their compensation reduced rather than enlarged.

All this, of course, applies with equal force to the high school teachers, principals, masters, and special teachers.

If an increase is due the grade teachers upon the score of the increased cost of living, one is just as much due to those receiving higher salaries for more responsible work. It is sometimes said that our grammar masters, for example, are already in receipt of salaries out of all proportion to the salaries of their teachers. Yet, if the period of the past ten years be reviewed, it will be found that out of the fifteen different grammar masters employed during that time, nine have been drawn away from us by offers of larger salaries elsewhere. In the whole corps of grade teachers we have had in the past ten years hardly so many as nine resignations to accept higher salaries in other cities. As far back as 1872 the principal of the Lawrence High school, numbering only 170 pupils, was paid a larger salary than the

present master, and the two grammar masters then employed were paid salaries relatively much higher than the present schedule. The salaries of the grade teachers in Lawrence were thirty years ago practically what they are today. So it cannot be justly maintained that the salaries of men teachers have in the meantime been increased disproportionately to those of the women teachers. They have actually been lowered. If revision is to be made in the direction of higher salaries, it ought to include all workers in the schools from top to bottom.

**Ratio of School Expenditure to Valuation—Comparative Table.** In the next table is given the amount of money expended for the support of the schools of the principal cities of Massachusetts in ratio to their valuation. The amounts are expressed in terms of so many dollars and cents on each thousand dollars of assessed valuation. These figures are, like all others quoted in this report, from the latest available report.

It may be remarked that the tax rate for school purposes is a good indication of the people's interest in education and of their liberality toward the schools, and the measure of the sacrifice they are willing to make to maintain their schools. The rate has no bearing whatever upon the efficiency of the school system, since it is possible for a rich city to maintain far superior schools upon a low tax-rate than a poorer community can do upon a high rate. The place Lawrence holds in the list is eloquent testimony of her generosity toward the schools:—



CITIES	Valuation	Expenditure	On each thousand dollars.
Everett.....	\$21,504,000	\$140,957.92	\$6.55
Brockton .....	31,883,263	183,147.24	5.74
Haverhill .....	26,588,913	147,842.12	5.57
Malden .....	32,262,960	176,725.93	5.45
Somerville .....	58,056,700	315,904.00	5.44
Springfield.....	78,868,057	399,359.63	4.97
Fitchburg .....	24,806,304	123,368.21	4.96
<i>Lawrence</i> .....	<i>44,110,964</i>	<i>216,146.28</i>	<i>4.90</i>
Worcester. ....	119,348,102	583,209.58	4.86
Lowell .....	71,613,907	337,266.66	4.71
Holyoke.....	41,051,080	183,974.50	4.48
Lynn .....	55,343,902	242,463.95	4.37
Cambridge, .....	104,827,600	463,775.15	4.35
Salem.....	29,354,688	127,076.70	4.33
Waltham .....	22,609,296	96,118.41	4.25
Fall River.....	80,998,349	337,341.42	4.09
New Bedford....	63,608,351	263,319.99	4.08
Newton .....	62,975,710	228,270.64	3.62

### Per Capita Cost of School Maintenance.

Cities	Per Capita Cost	Cities	Per Capita Cost
Springfield ....	\$36.25	<i>Lawrence</i> ....	<i>\$29.16</i>
Boston.....	35.88	Worcester ....	28.97
Holyoke .....	33.17	Somerville....	28.94
Lowell.....	32.43	Haverhill ....	28.42
Cambridge ....	31.53	Salem .....	28.21
Fitchburg .....	30.81	Lynn.....	25.30
New Bedford ..	29.81	Fall River....	24.45

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Average of above Cities.....	\$27.60
Average for whole State .....	28.49
Per capita cost of Lawrence Schools for municipal year 1905...	27.29
Per capita cost of Lawrence Schools for municipal year 1906...	28.36

It has been observed in another place that the per capita cost is the only true basis for reckoning the cost of a school system. Unless the per capita cost is increased, the ratio of expenditure is no larger, though there may be a large increase in the total outlay. It is noticed that in the above table (which really covers the school year of 1903-1904) while the average of the cities quoted is \$27.60, and that of the whole State is \$28.49, our own figure is \$29.16. It is pertinent to ask how it is that cities like Worcester, Somerville, Lynn and Fall River conduct their schools at so much less actual expense, since, as before noted, it is the per capita cost which is the true indication of economical administration, provided, of course, it is not maintained at a sacrifice of efficiency. The true per capita cost for Lawrence was not, to be sure, as high as \$29.16 for that year. For in the determination of the per capita cost the pupils in evening schools and vacation schools are not counted. It is based solely upon the number in the average membership of the day schools. Lawrence, it is true, spends more upon its evening schools than any city excepting four (not including the city of Boston). If the sum spent upon evening schools were subtracted from the expenditure of the year in question the per capita would be decreased by about \$1.50. But Worcester and Fall River are two of the cities which exceed our expenditure for evening schools. How then, does it happen that they, as well as Somerville and Lynn, spend less than we do upon the education of each child? It seems to be a point worth studying, and for some elucidation of it the subsequent comparisons are given.

A study of the five principal items of expenditures for schools in the State at large and in our own city (year of 1905) reveals the following :—

	In the State at Large.	In Lawrence.
Expended for Teachers' Salaries.....	72.6 per ct.	74.3 per ct.
Fuel and Care .....	13.7 “	14.5 “
Books and Supplies .....	6. “	5.5 “
Sundries .....	2.8 “	2.7 “
Administration.....	3.9 “	2.3 “

The conspicuous fact brought out here is that while our teachers are paid lower salaries (the average monthly wage for the State at large being \$57.22, for Lawrence \$51.17) a larger proportion of our expenditure goes in payment of salaries of teachers than is the case in the State as a whole. For 1906 it is more than 76 per cent. of our total expenditure. It would seem from this that we have more teachers in proportion to our schools membership than the average. This fact the next table seems to indicate.

### Average Number of Pupils Per Teacher

In such of the principal cities as responded to a request for information upon the subject.

Brockton.....	41	Newton.....	35
Fitchburg.....	42	Taunton... ..	33
Salem.....	33	Cambridge .....	40
Medford .....	45	Worcester.....	43
Quincy.....	45	Malden.....	35
Somerville.....	45	Fall River.....	42
New Bedford.....	40	Lowell.....	38

Average of above....39.3

Lawrence.....35.2

None of the above figures include high school classes where the number of pupils per teacher is too low to be considered fairly in the averages. In getting the figures for Lawrence there were excluded, too, the special classes for illiterates, which are and ought to be much lower than the average. The average seems almost everywhere to exceed ours by a considerable margin. If the number of pupils per teacher in

Lawrence should be made to equal the average of the above fourteen cities, it would be necessary to employ between sixteen and twenty fewer teachers, which would represent a substantial decrease in the cost of instruction.

The following table gives the exact situation in Lawrence in December in reference to the size of elementary classes, not including those of the special school.

Number of Rooms	Pupils	Number of Rooms	Pupils	Number of Rooms	Pupils	Number of Rooms	Pupils
2	20	8	32	9	41	1	51
1	24	8	33	12	42	1	52*
1	25	11	34	9	43	1	53*
1	26	11	35	8	44	1	55*
3	27	14	36	8	45	1	60*
4	28	11	37	3	46	2	61*
6	29	11	38	3	47	1	65*
8	30	8	39	3	48	1	69*
6	31	13	40	2	50*	*Two teachers.	

Out of 193 classes considered, 26 have 30 or fewer pupils, 101 have between thirty and forty. Thus a total of 127 classes out of 193 have less than forty pupils. The whole number of rooms in the city having a higher number than forty pupils which are taught by one teacher, is but 39, or about one room in every five.

The tendency in modern public school education is, of course, in the direction of smaller classes, and I should be the last to advocate their increase purely as an educational policy. It is a question, however, if Lawrence has not gone as far in this direction as it can afford for the present. It may not be improbable that the presence of a large waiting list of Lawrence girls has sometimes been an undue stimulus to the appoint-

ment of teachers, and so generously have assistants been assigned, that it is customary now when an enrollment passes forty, for teachers to display unmistakable symptoms of distress. Just now, when there is momentary scarcity of unassigned teachers, might be a favorable time to discuss the matter fully, and fix certain limitations which might result in a considerable saving without affecting in any noticeable degree the efficiency of the teaching.

One consideration more ought to be presented here, and in offering it I quote from the able report published last year by a committee of the National Educational Association on the subject of "Education as Related to Taxation:"

"The best authorities confirm the opinion that not less than thirty-five nor more than forty-five should be assigned to one teacher. If the number of pupils to any teacher in any school system falls below the number of pupils on the average who can be effectively taught, *the result will be to increase the number of teachers who participate in the distribution of the wage fund, and thus inevitably decrease the amount of the wage fund that each teacher will receive.*" It is believed, too, that the unnecessary increase in the number of teachers while operating to reduce teachers' salaries, also operates by a well-known law in the direction of decreasing the efficiency of the teaching body in such a system."

I am not sure but that there is in this another explanation of the present low rate of teachers' wages in Lawrence. A not undue increase of the size of classes, if it were accompanied by a higher wage, would not, I believe, be viewed by the good teachers as an undesirable thing. It is teaching large classes on small salaries that tends to create in teachers' minds the idea of drudgery. Where the teaching is poor it makes very little difference to the progress of the pupils whether the number is larger or smaller.

The last table in this study of expenditure, which I trust has not proven too tedious a business, gives a comparative view of the increase in the expenditures of chief municipal departments of Lawrence during the last five years. The figures



were taken from the auditor's reports and are presented merely to show that in comparison to other departments, the expenditures of the School Department have not been inordinately increased :—

Table Showing Expense of Maintenance of the Chief Municipal Departments.

	1901	1902	1903	1904	1905	Yearly av'ge of per cent. of in- crease over five years ago.
Library....	\$ 13,246.64	\$ 14,279.24	\$ 17,120.43	\$ 15,723.56	\$ 16,882.62	38.1
Schools....	187,317.49	195,059.41	215,482.57	216,146.28	216,952.07	12.4
Pauper....	71,490.33	81,344.15	87,447.53	78,579.56	68,108.09	10.2
Street.....	136,761.96	107,947.29	194,043.42	125,095.34	133,559.13	2.7
Fire.....	59,139.64	63,885.17	66,985.32	71,514.43	74,539.96	17.1
Police.....	64,242.08	64,993.86	75,323.48	71,308.61	73,041.51	10.5
Lighting....	36,768.34	42,300.00	45,403.33	49,188.64	49,379.86	26.



**Evening Schools.** The enrollment of the evening schools for December is as follows:—

High School, regular.....	158	
High School, preparatory.....	127	
		285
Elementary.....	1357	
Drawing.....	45	
		1687
Total.....	1687	

Mr. Augustine X. Dooley having declined re-election to the mastership of the High School, in the upbuilding of which he had been so important a factor, the Board elected to his place Mr. Daniel A. Arundel, for many years a successful teacher in the school. The work of the school is excellent, its spirit earnest and scholarly. The teaching is exceptionally strong. The fact that each recent year has seen a tendency toward smaller membership is offset partially, at least, by the fact that the entrance standards are considerably higher than they were in the days of larger enrollment. Many pupils who were four or five years ago admitted to the regular standing in the High School are now required to spend a year or more in one of the preparatory classes. But there is probably some reason to believe a course of study like the present one, built almost entirely upon cultural lines, is destined to make less and less appeal to the kind of young men and women which our evening schools should be made to reach. The fact that during the past winter nearly one hundred young men from Lawrence attended night after night the evening courses at the Lowell Textile School should be full of significance to those whose business it is to shape the curricula of the future evening high schools. If anything more significant than this is needed it might be found in the pathetic way in which so many pupils seize upon the "Barmecide menus" which pass for commercial studies in our present evening course. All this is in line with that which I have suggested earlier in this report. Our evening schools as well as our day

schools if they are to be of any use, must be brought up to date. That is, they must have courses of study, which, while being strictly educational in character, shall have a bearing on the every day life of the pupils and some relation to the work they will be called to do in the world.

The Evening Drawing School has been steadily dwindling during the past seven years. Three years ago the course in free hand drawing was abandoned because of lack of patronage. This year the advanced class in architectural drawing has been discontinued for the same reason. The class in mechanical drawing still seems to find a fair measure of favor. The reason for these diminishing numbers cannot be traced to the quality of the teaching, for that is, and has always been, excellent. It must be that either there is a lessening interest in this kind of instruction among the young working men of the city or that they find courses more to their liking elsewhere. Undoubtedly a large number find such at the Lowell Textile School.

This year, at the recommendation of the Superintendent, the school which was opened last year in the Rollins building was discontinued. At no time during the year of its trial did it justify the expense of maintaining it.

The Packard evening school has this year taken on a new lease of life. The instruction has been improved and a course in practical sewing, under the direction of Miss Joyce, engages the lively interest of a fine class of girls and young women, indicating again the needs of industrial courses in day and evening schools alike.

At the Oliver school we have the evening school problem in highly concentrated form, and I cannot truthfully say that we are solving it with any great measure of success. In my judgment we shall never solve it until the Board adopts my recommendation of last year and puts in charge of these illiterate classes people who know how to teach. The reasons for this recommendation were so fully set forth in the report of last year that there is no need of re-stating them here. I do wish, however, to record my disapproval of the compromise plan, according to which young women in attendance for the first year upon the

State Normal School have been assigned last year and this year to evening school work. I disapprove of it for three reasons : first, they have all they can do, or should have all they can do, to attend to their studies at Lowell ; second, the evening schools are the very poorest training ground that could possibly be selected for the untrained girl looking toward a profession of teaching ; and third, because their teaching, until they have passed their first period of training in the Practice school, is no better, and is often worse, than the average about them. I believe that the employment of these girls is not only of no benefit to the schools, but also of positive harm to themselves.

In the following table may be traced the growth and decay of evening school attendance during the past ten years:—

Grade	1896	1897	1898	1899	1900	1901
Elementary....	600	871	712	901	833	1023
High.....	52	185	188	205	173	250
Drawing.....	104	103	80	106	105	91

Grade	1902	1903	1904	1905	1906	
Elementary....	1344	1328	1214	1417	1357	
High.....	300	{ 274 115*	{ 238 170*	{ 181 177*	{ 158 127*	
Drawing.....	82	81	66	65	45	

\* Preparatory Department.

This year a special effort has been made to secure a more regular attendance of illiterate pupils, which in the past has been deplorably low. In addition to the weekly reports required by law, which have never seemed to fulfill their purpose, a special report is now made on every individual who is lax in attendance. This report is signed by the teacher and again by the principal after a personal investigation of the case.

A record of these is made at the Superintendent's office, and the original reports forwarded to the agents of the corporations where the delinquents are employed. This system has been fruitful of results, and it is a pleasure to report upon the universal co-operation which the agents have accorded us in this work. For the first time in my experience large numbers of employees have been discharged from the mills because of their failure to obey the law. This discipline has usually a most salutary effect upon the delinquents, and many who would otherwise have been content to appear occasionally have pre-force become constant attendants upon the schools. In spite of all efforts, however, the attendance is far from satisfactory. This is a condition, however, not confined to the experience of Lawrence, and must always exist under a system of compulsory attendance at school of men and women eighteen to twenty years of age. I hope that as soon as the law compelling all illiterates to attend day school until the age of sixteen has become fairly established, the compulsory evening attendance will be repealed. It will relieve us of a work that is attended with small results and large expense.

So much time is taken from the teaching of the thousand illiterates in the Oliver by the machinery of attendance that I think it would pay to have a force of six or eight persons whose sole duty it should be to attend to recording and reporting attendance. Much of the teachers' attention is distracted by the keeping of records, and on "card night," which occurs every Thursday evening, practically the whole time is absorbed by matters of attendance. It is so difficult and complicated a matter that it requires most careful attention, except at the sacrifice of accuracy, and I believe it would be worth while to try the scheme suggested for a year.

**Vacation Schools.** The instant success of the vacation school experiment in the summer of 1905 resulted in an increased appropriation for their maintenance this year. The Committee's appropriation of five hundred dollars was liberally increased by a contribution of one hundred and ten dollars from the Lawrence Woman's Club and the Travellers' Club. After it had been deter-



mined to open schools in the Oak street, Packard, and Essex buildings, Mr. Wilbur E. Rowell, for the White Fund Trustees, came forward with a generous offer to support at their own expense schools for young pupils in the Walton and Franklin districts. In the five schools nearly one thousand children were enrolled, and the average membership for the four weeks of the term was above seven hundred. Miss Emma Ramsay was again in charge, and the same spirit of enthusiastic service which I noted last year dominated the work of every teacher. The close of the term was again signalized by an outing at Canobie Lake Park, where the children were the guests of Manager Woodman of the Traction Company, and by an exhibit in the City Hall of the children's handiwork, which in point of variety and skill in execution called forth the admiration of the large number of parents who visited it.

Following is the statement of expenditure:

Expended for maintenance:

Salaries.....	\$557 00	
Supplies.....	160 74	
	<hr/>	\$717 74

Voluntary contributions:

White Fund.....	\$171 40	
Woman's Club .....	100 00	
Travellers' Club.....	10 00	
	<hr/>	281 40

Net expense to School Department..... \$436 34

**Special School.** In anticipation of the time when the law passed by the Legislature of 1905 compelling the attendance at day schools of all minors below the age of sixteen who were unable to read and write legibly simple sentences in English, seven rooms designed to seat between twenty and twenty-five pupils, were fitted up in the old High school building. In having the vacant school building the city was singularly fortunate, since it was apparent how nearly impossible it would have been to have in any other satisfactory way provided sittings for such a large number

of additional pupils requiring teaching adapted to their special needs. Beginning the first day, January 2, 1906, with a registration less than fifty, the membership grew steadily under the strict enforcement of the law upon the part of the truant officers and mill authorities, until within a short time the membership passed the two hundred mark. Four hundred and forty-two different pupils have been enrolled during the year. Of these 191 were of French extraction, 178 were Italian, 52 Syrian, and the remainder of Hebrew, Polish, and other nationalities. One hundred and nine reached their sixteenth birthday during the year and were thus free to withdraw.

The children, as a rule, are clean, orderly, and responsive. The teaching has been enthusiastic, sympathetic, and skillful. No better proof of the success of the school could be adduced than the fact that of the 175 pupils appearing in the average membership for the full year no less than 93 have been successful in passing the test of reading and writing which in the majority of cases was given by the Superintendent himself.

The school at present has an enrollment of 127 and an average membership of 114. I believe it has been in many respects the most successful school of the kind in the State.

It was early seen by the State Secretary that the meaning of that part of the statute referring to "the ability of reading and writing English" was being interpreted in widely different ways by school authorities. The tests varied in difficulty from the easiest primer to the Constitution of the United States. By some, the ability to call words, even when no sense was conveyed by them, was considered reading; others held that the ability to copy a sentence in writing constituted ability to "write legibly in English." After a conference with the superintendents of the cities most affected by the passage of the law, Secretary Martin issued a circular letter in which he suggested that for those children who had been at work under the previous statute and had been obliged to surrender their employment, a sufficiently difficult test should be the reading understandingly and writing at dictation of simple sentences in a Second Reader.



Later on (April 14, 1906) the requirements were fixed by statute, as follows:—

“In 1906 such ability to read and write as is required for admission to the second grade, in the year 1907, such as is required for admission to the third grade, and in 1908 and thereafter such as is required for admission to the fourth grade of the public schools of the city or town in which such minors live.”

That is to say, the State has decreed that before he can leave school every minor between the ages of fourteen and sixteen must have acquired such ability to read and write as is commonly possessed by the average ten-year-old child. This surely is not an excessive requirement, particularly when it is remembered that it is largely through this power to read that these children are to get their future education and that knowledge of American institutions and ideals which will make them intelligent citizens of the republic.

**Age and School Certificates.** During the year there have been issued from the office 1077 regular labor certificates and 5520 certificates of literacy or illiteracy, the latter being required for all persons between the ages of sixteen and twenty-one who are employed in factories, workshops and mercantile establishments. While the law makes the possession of the latter certificate by an employee imperative only while the evening schools are in session, it is now the universal custom of the mill authorities to require one of these certificates as a prerequisite of employment at all times.

It may easily be imagined how the raising of the school attendance period of illiterates two years has increased the need of vigilance in granting desired certificates. If many kinds of misrepresentation and fraud were used to secure papers for alleged fourteen-year-olds, it is but natural for dishonest parents to exercise still finer arts of deception to pass muster for their illiterate charges for whom the law prescribed two additional years at school. The bungling attempts to alter true records of birth are easily detected. Others are more successfully managed and require long and rigid investigation. Notwithstanding, I

believe that very rarely nowadays are certificates granted to persons who are not entitled to them. I believe that I may confidently say that in no city are greater precautionary measures taken by the school officials to prevent the circumvention of the employment law.

The present Governor's interest in the execution of the child-labor laws caused to be passed this year an auxiliary statute giving truant officers the right to enter the mills and to apprehend there and return to school any person known by him to be illegally employed, and obliging such officers, under pain of fine for wilful neglect, to report all cases of illegal employment to the local court. To this difficult work Mr. Cate has been assigned, and he has done his work so thoroughly that there are now on file in the records of the municipal court 22 cases of illegal employment discovered by him since the law went into effect. All of these were cases of persons who either had not the required certificate or who had presented to the employers a certificate which was originally issued by us to another party.

The efficient work of Truant Officers McGowan and Cate in all matters pertaining to the enforcement of the employment laws cannot be too highly commended.

**Medical Inspection.** By an act of the Legislature, approved June 20, 1906, medical inspection of public schools became mandatory in all towns and cities September 1st of the present year. This question had been before the public in one shape or another for more than twenty years. It had been demonstrated over and over again that frequent and thorough inspection of schools for the detection of contagious diseases was the strongest safeguard of public health; that, besides, thousands of school children were incapacitated for the proper use of their school opportunities by reason of physical defects of one kind or another, which proper medical treatment could easily and quickly overcome. This was shown to be especially true of children's sight and hearing, as in thousands of cases defects of this kind existed which never came to the knowledge of the sufferers themselves or to their

parents or teachers. In frequent cases it was shown that apparent inability upon the part of such pupils to do the required work of the schools was due to no other cause than the imperfect action of these all-important senses ; and it was generally acknowledged that these seeming failures to comprehend and be interested in school work were not infrequently set down against the children as stupidity or wilful neglect. Notwithstanding these repeated arguments in favor of a system of medical inspection, but a comparatively few localities adopted the measure. Whereupon at last the State settled the question once and for all by compulsory legislation. The provisions of the act require the appointment of a physician or physicians who shall examine and diagnose all pupils referred to him or them by the teachers, notify parents of defects discovered, and if necessary dismiss the pupils from school for treatment. The law further provides for the annual examination, by the teacher, of the sight and hearing of every child in the schools, and the notification of the parents from the same source the existence of such eye and ear defects, with a recommendation for treatment by an oculist or aurist.

No one who gives fair consideration to the matter can doubt the propriety of the State's action. It is simply a logical outcome of compulsory education. The authority which has the right to compel attendance at school has the added duty of insisting that no harm shall come to those who go there. The exercise of the power to enforce school attendance would be dangerous if it were not accompanied with the appreciation of the duty of seeing that the assembling of pupils brings to the individual no physical detriment.

From a financial standpoint I believe it is true that the system properly carried out will save the community far more in actual dollars and cents than it costs to maintain it, though, of course, that cannot be proven by actual figures. It will be readily granted, however, that the attendance on our schools suffers much from contagion of one kind or another. Not only the pupils who are themselves ill are excluded, but all of the same household and all who in any other way have been ex-

posed to the disease. In the case of scarlet fever and diphtheria these must remain away from school for two weeks after the recovery of the pupil who has been ill. From the occurrence of contagious diseases alone, then, the average yearly school attendance is distinctly lessened. Many children lose promotion and are compelled to repeat their work. Now it costs the city of Lawrence in round numbers \$230,000 to educate its public school children. The average attendance is in the neighborhood of 93 per cent, a loss of 7 per cent on account of absence. Seven per cent. of \$230,000, or more than \$16,000 represents the annual waste, caused by absence of children from school. If by a system of medical inspection this per cent of attendance can be lifted only *one* per cent it will amount to a saving of \$1,600, or all that it should cost to secure good inspection for a city like ours.

So much for contagion. But there is a waste greater than this that eludes any attempts to express it in terms of money. This goes on wherever there is a child in school, who because of defective eyes, ears or throat is incapable of receiving the full benefit of the education provided there for him at constantly increasing expense, and whenever there goes out from the schools a child, discouraged and discredited because of failure for which he was in nowise responsible, to enter maimed into the unequal struggle of life.

Following what appeared to be its duty under the Statute, the Committee at its August meeting appointed Dr. John H. Bannon, at that time a member of the Board, to be School Physician for a term of three years. His salary was later fixed at the rate of \$1500 per annum. The statute providing that no expenditure of money be incurred until an appropriation be made for the purpose by the city or town government, an order passed the City Council authorizing the School Committee to expend for the balance of the fiscal year the sum of \$500. On the first day of October, Dr. Bannon, who had previously tendered his resignation as a member of the School Committee, assumed his duties. The following table shows the aggregate of his work of inspection from that date to the present time.



	Oct.	Nov.	Dec.	Total
Total number of schools visited . . . . .	64	82	96	242
Pupils dismissed . . . . .	42	58	39	139
Pupils examined . . . . .	267	478	679	1424
Letters to parents . . . . .	71	107	196	374
Pupils vaccinated . . . . .	85	46	36	166
Cards to teachers . . . . .	114	72	67	253

**Accommodations.** The shifting of population in the central portion of the city, acting with minor other causes, left the Oliver school a few years ago with six vacant classrooms, and affected in a similar manner but to less degree the membership in the middle schools of the district. This year every room in the Oliver school is again filled, the Hampshire Street school has its complement of pupils, while the Cross Street school is decidedly overcrowded. There will be available, however, in case this section should continue to grow in school population, a portion of space in the Old High School building now devoted to the instruction of the so-called illiterate children, as in all likelihood the latter school will gradually dwindle in size as the accumulation of illiterates who came under the action of the new law works itself out.

I explained in my last report the need of enough room in the John R. Rollins building to accommodate all the fifth grade children on Prospect Hill and furnish places for all fourth grade pupils north of some line mid way between it and the Storrow. All the room in the Storrow is needed for pupils in that section below the fifth grade. This year, however, we have been obliged to send to it more than fifty fifth grade children, seated in one room. Besides this there are three other rooms in the Storrow containing more than fifty children. I believe that it is feasible to add a wing, or two if necessary, to the Rollins which without detracting from the present building's slightly architecture would furnish accommodations for this district for a long time ahead. The matter ought to be looked into before conditions get worse.

Early in the Spring a Committee was delegated to examine sites for a new schoolhouse in South Lawrence, with the result

that the purchase of a lot owned by the Essex Company, situated on the south-easterly corner of Andover and Osgood streets, containing an area of 61,500 feet was recommended to the City Government for this purpose. This land has now become the property of the City, and it is hoped that the work of selecting plans and securing an appropriation for the construction of a building will be soon under way.

The new rule raising the age of children entering the public schools to five and one-half years has relieved congestion in several of the primary schools and for a little while longer will make conditions easier for schools of this class. The movement had more justification, however, than the mere necessity of relieving the primary schools. It is a measure which has the approval of both pedagogy and good sense.

**In General.** If in this report I have seemed to give prominence to externals, to the business side of the school administration rather than to its educational side, it is not because I am unmindful of the larger significance of the latter, or unappreciative of the important share which the teachers, each in her own little sphere, are contributing to the present excellence of our schools. There are in our system, as in that of any other system, many imperfections; but it can be truthfully reported that our teachers are striving today as never before to approximate the high standard of teaching which prevails everywhere around us and the higher ideals which lie behind and above all teaching.

**New System of Classification in the High School.** Among the most interesting educational experiments of the year has been the new system of classification of pupils in the High School introduced by Mr. Horne at the commencement of the new school year.

The methods of classification which have prevailed for years in secondary-school work, have brought together in the same section in a given subject pupils of varying degrees of ability from the highest to the lowest. Such an arrangement everywhere resulted either in squeezing out the slower pupils of the section, if the pace maintained were adapted to faster



pupils, or in holding back the faster pupils of the section, if the pace maintained were adapted to the slower pupils. Hence a medium pace was generally adopted with the result that while not so many of the slower pupils were squeezed out of the section, the fastest pupils were not given an opportunity to make the most of their ability. There followed too, another result that was of even greater importance than the mere question of the number retained in this section. The slowest of the slower pupils who managed to hold on to the work of the section were driven at a pace more or less too rapid for them so that the work they accomplished was done less thoroughly than it would have been done if the pace had been less rapid; and the fastest pupils of the section being compelled to a certain sense to "mark time" while waiting for their slower companions, lost in a greater or lesser measure that zest and enthusiasm that are the natural and valuable accompaniment of any work that is being carried on at a pace that challenges the best efforts of the workers.

These, then, were the problems—how to save as many as possible of the slower pupils, and, at the same time, how to afford the greatest possible opportunity for the ability of the fastest pupils. The system of classification now being employed in the Lawrence High School is an effort to solve the problem. It is meeting with pronounced success. Teachers at first hopeful have become convinced of its merits, and the statistic gathered from the work of the half-year just finished afford the strongest confirmation of their judgment.

In arranging his program of work for the current year, the Principal of the High School conceived the plan of having a "fast" and "slow" section in a given subject appear in the same period of the program. To illustrate: If teacher A has a "fast" section in first year Algebra the first period of the day, teacher B has a "slow" section in that same subject that same first period; if teacher A has a "slow" section in the first year Algebra the second period of the day, teacher B has a "fast" section in that same subject that same second period. This plan of pairing a "fast" and a "slow" section in the same

period has been applied to all grades of work in Latin, Greek, French, German and all branches of Mathematics—subjects, the work of any given year which is in direct and casual relationship to the work of the next following year. At the close of last year, the teacher of the above subjects reported to the Principal what pupils were qualified to continue the work in their respective subjects in a "fast" section, and what pupils ought to be assigned to a "slow" section. Classification was made in accordance with these recommendations, every "doubtful" case being given the benefit of the doubt and assigned to a "fast" section. Pupils who are taking up a subject for the first time were classified according to their previous general record of scholarship, great weight being attached to the character of work previously done in any subject of a kindred nature. That is to say, if a pupil taking the subject of French for the first time had done strong work previously in some other language, e. g., Latin, he would be assigned to a fast section in French. This was the basis upon which the pupils of the entering class were classified. A pupil with a good grammar-school record in Arithmetic was assigned to a "fast" division in Algebra; a pupil with a poor grammar-school record in English Grammar was assigned to a "slow" division in Latin. In some cases, special conditions were given consideration that modified this general basis of classification of the entering pupils.

At the very beginning of the year, pupils and teachers were carefully and emphatically given to understand that not the slightest stigma was attached to the fact of being assigned to a "slow" section. The true purpose of the classification and the correct significance of the terms "fast" and "slow" were clearly set forth, and it was shown how it was possible for any pupil assigned to a "slow" section to at once find a place in the "fast" by demonstrating his qualification for it. An apprehended danger that some pupils of ability might embrace the opportunity of being assigned to a "slow" section in order to avoid doing the work of a "fast" section, has not once been realized. If for no other reason, pupils capable of doing

the work of a "fast" section and conscious that their ability to do that work is known to both their teachers and their classmates, are prevented by pride from allowing themselves to be transferred from a "fast" to a "slow" section. Soon after the work of the year had begun, the process of sifting out the improperly assigned pupils began. The matter was simple because of the pairing of "fast" and "slow" sections in the same subject at the same period. When a teacher of a "fast" section became satisfied that a pupil was not able to meet the requirements of the work of that section, the Principal was notified and the pupil was transferred to the corresponding "slow" section of the same period; when a teacher of a "slow" section became satisfied that a pupil in that section ought to be given a trial in the corresponding "fast" section, notice was sent to the Principal and the transfer was at once made. The following table shows the transfers that have taken place during the half-year just completed. Perhaps it should be stated that all but eleven of these transfers occurred in the first three months of the year, so that at the end of three months, all the sections were upon a practically established basis, and only an occasional transfer has been made since then.

No. of pupils transferred from a "fast" to a "slow" section during the half-year ending Feb. 1, 1907.

No. of pupils transferred from a "slow" to a "fast" section during the half-year ending Feb. 1, 1907.

## Subject.

Twenty-seven.....	First-year Algebra.....	Seven
Twelve .....	“ “ Latin .....	Three
Five .....	Second-year Algebra.....	Three
Seven.....	“ “ French.....	Six
Ten.....	“ “ Geometry.....	Two
Three.....	“ “ German.....	None
One.....	“ “ Greek .....	One
Five .....	“ “ Latin .....	One
Eleven.....	Third-year French .....	None
One.....	“ “ Latin .....	None
Seven .....	“ “ Mathematics .....	None

The class-room results have been all and even more than was hoped for. It is now evident that the "fast" sections will cover much more ground than used to be covered by the un-

graded sections in the same subjects under the old arrangement. The pupils in the "slow" sections will cover perhaps twenty-five per cent. less ground than the pupils in the "fast" sections, but most of them will do the work *well*. At the end of the year all "fast" section pupils will be assigned to "fast" section work for the next year. Those pupils of the "slow" sections who are weakest will be required to repeat the work of the current year before being allowed to continue with the subject, and most of such "repeaters" will be assigned to "fast" sections in their repeated work. The rest of the "slow" section will be allowed to continue the subject next year in a "slow" section, and will take the work up at the point reached at the end of this year. A better understanding of this statement may be found in the following explanation: A "fast" section in first-year Latin this year will finish the first-year Latin book containing 200 pages, and be able to read, perhaps, twenty pages of Cæsar. Next year these pupils will begin their Latin work at the twenty-first page of Cæsar. A "slow" section in first-year Latin this year will complete, we will say, 150 of the 200 pages of the first-year Latin book. Next year these pupils will begin their Latin work at page 151 of the first-year Latin book.

Another advantage that will be derived from the new plan will be that pupils who were "coming" at the close of the year will be advised and directed how to make up the rest of the "fast" section's work during the summer, if they have the desire to do so, and if at the beginning of the next year, they can show that they have done this in a satisfactory manner, they will be assigned on trial to a "fast" section.

When a pupil in secondary-school work is clearly unable to do the required work in any subject, his continuance in the class is a manifest injustice to those pupils in the class who can and do do the work in the subject. Accordingly, such a pupil is required to give up the subject altogether or else repeat the preceding year's work in the subject that a proper foundation may be had for future progress. This requirement is never enforced until the last hope of saving the pupil seems to have vanished. Still in every large school there must necessarily be



not a few such cases. It was hoped that the new system of classification would lessen in some measure the number of pupils who have to be dropped from the work of one kind and another because of their inability to perform it. The following table will show how satisfactorily that hope has been realized:

No. of pupils that were dropped from certain subjects during the half-year ending with Feb. 1, 1906.		1907.
First-year Algebra .....	38	13
“ “ Latin .....	22	11
Second-year French.....	24	14
“ “ Geometry .....	16	10
“ “ German.....	—	5
“ “ Greek.....	—	1
“ “ Latin .....	3	—
Third-year French.....	3	2
Total.....	106	56

The following tables are submitted for the purpose of showing the effect of the new system of classification upon the work of the individual pupils. Their study and comparison will prove interesting and convincing. They are not specially selected, but are typical. Any other selection would show similar conditions.

Subject—First-year Algebra.

Teacher—The same in all four classes.

Text-book—Wentworth's New School Algebra.

Class I is the first-period class of last year.

Class II is the second-period class of last year.

Class III is the second-period class of this year, a “slow” section.

Class IV is the first-period class of this year, a “fast” section.

Class I completed the work by Feb. 1, 1906, as far as page 124.

Class II “ “ “ “ “ 1, 1906, “ “ “ “ 124.

Class III “ “ “ “ “ 1, 1907, “ “ “ “ 123.

Class IV “ “ “ “ “ 1, 1907, “ “ “ “ 134.

Half-year averages of the individual pupils in these four classes,

Pupil.	Class I.	Class II.	Class III.	Class IV.
A	69	74	78	79
B	73	78	78	79
C	75	84	67	80
D	64	73	76	83
E	72	79	76	80
F	72	71	68	87
G	70	72	88	83
H	75	77	69	75
I	80	72	69	83
J	68	68	67	80
K	78	69	78	85
L	73	70	83	82
M	71	74	74	81
N	75	72	73	
O	69	79	73	
P	78	70	65	
Q	82	82		
R	77			
S	72			
T	63			
Dropped.	Four.	Two.	Three.	None.
Class average.	73	74.5	73.7	81.2

**Manual Training in the Grades.** It may not be generally known to the members of the Board that there is upon the statute books a law making mandatory the teaching of manual training in the elementary schools, as well as in high schools, of cities over 20,000 inhabitants. Although this law was passed in 1898, there has been until a year or two ago no attempt to conform with the state requirement. To be sure, Lawrence has been technically reported as observing it, inasmuch as there has been for a great many years instruction in sewing for girls. This year, and the latter part of the previous year, there has been introduced in a dozen of the schools a line of manual work for boys during the period in which the girls are engaged in sewing. The work so far has, for the most part, been confined to card-board construction, though some beginning has been



made in wood whittling and sloyd. In view of the important place that such work is bound to have in our schools of the not far distant future, I have thought it worth while to record here, in condensed form, some of the estimates of the value of this kind of training which the principals have handed me in a recent report upon the work:—

“This work has given us great satisfaction, and is apparently as satisfactory to pupils as to teachers. Children are trusted in the making of articles, and have here an opportunity for developing power. Continued interest gives increasing power, until a certain degree of confidence in one's self is gained. It is not an unusual thing to have boys repeat the lesson at home and bring the finished product to the teacher for inspection. The educational value of these lessons is of importance. A good foundation for accuracy is laid, and the results gained in the use of scissors, ruler, compass, and measurements are of inestimable value. Pupils unskilled in the use of tools make extra effort to overcome awkwardness in order to achieve the desired result---a perfect model.”

“The boys have shown the greatest interest in the work. They are anxious for the periods to come. The penalty of losing a few minutes' work is sufficient to insure quiet passing.

The benefits of the work are :

- (a) power gained through concentration,
- (b) more knowledge of working drawings and sketching to represent objects to be produced,
- (c) the gain in physical control,
- (d) the gain of discipline through interest.”

“One of the most valuable lessons learned (in cardboard construction) has been that of *patience*. Another has been that of thoroughness ; for the necessity of doing well each detail as directed is very obvious since the result will be a box worth having, or one whose parts will not fit.

“The growth has been marked. The attractive character of the work has been the motive force that has transformed even the greatest bunglers into neat workers within a month.

“We have lately had a proof of the value of the work. Both boys and girls were given the task of preparing a diagram, dividing a large oblong into small ones, each to be filled with neutral color. The work of the boys was quickly and neatly done. That of the girls so unsatisfactorily done that one could see immediately the difference in training.

“The work has been valuable, in that it gives the boy an opportunity to work with his hands, a thing he generally loves to do. Incidentally,

too, it is the medium for the teaching of many good things. Beginning simply with the use of the ruler, it makes practical use of whatever knowledge of fractions the pupil possesses. Then necessarily comes the acquaintance with angles, triangles, and later, when the compass is used, the circle and what goes with it. The simple facts of measurements are thus objectized. It is a training besides in the habits of preciseness and neatness, for if the drawing is inaccurate, or the cutting a bungle, the finished product is a failure.

"The boys like it, and work at it in an earnest way. During this period the class-room period is splendid---everybody busy every minute.

"Results are already apparent. In drawing lessons involving measurements the boys do better than the girls; in one class, in fact, they have joined the teacher in giving assistance to the girls. Again, there is a gain in power. More accuracy in measurement is noticeable, and less clumsiness in the cutting, folding, and assembling of materials. From the beginning to the end of each of these lessons there is a universally sustained interest that is very gratifying to the teachers."

**Supervising Principals.** I wish to repeat here my recommendation set forth at some length in my last annual report relative to the widening of the supervisory powers of the grammar masters. These should be extended so as to cover all primary and middle grades subsidiary to these large schools. I hope that before the beginning of another school year the plan will be in operation.

**Conclusion.** While a review of this year's work of the Board reveals the enactment of no such important measures as those which made notable the record of its predecessor, much has been done by the present Board to insure the permanency of these measures and increase their efficiency as educational policies. With the adoption of the new code of rules, there will be inaugurated several new policies of great merit, chief among them tenure of office for all teachers after a probationary service of three years. This progressive feature alone makes the work of the Committee on Rules one of the most important pieces of constructive legislation in recent years.

I wish, in closing, to express my obligations to the members of the Board for the substantial support they have given me in every measure advanced for the good of the service.

Both they and myself owe still greater obligations to the progressive and hard-working force of teachers to whose labors, after all is said, is to be rendered whatever measure of praise the year's work deserves.

Respectfully submitted,

BERNARD M. SHERIDAN,  
Superintendent of Schools.

DEC. 27, 1906.

## HISTORICAL.

### Graduations, 1906.

The graduation of the class of 1906 of the High School was held in City Hall, Monday afternoon, June 25th. The address was delivered by Mr. J. E. Burke, Assistant Superintendent of Schools, Boston, Mass., and diplomas were presented by Hon. John Breen, Chairman of the High School Committee.

The six Grammar schools held their usual union graduation exercises at City Hall, on Wednesday afternoon, June 27th. The address was delivered by Prof. Marshall L. Perrin of Boston, and diplomas were presented to two hundred and eighty-nine graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Friday evening, March second. The address was delivered by Mr. Frederic N. Chandler, and diplomas were presented to forty-six graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

### Prizes.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School, were awarded to Bessie Knapton and Francis Silsbee.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1906—Otto Taylor, Bessie E. Knapton.

Class of 1907—Norman Copp, Laurel Wyman.

Class of 1908—John I. Donovan, May Bresnahan.

Class of 1909—J. Malley, Anita Schneider.

The Hood prizes for the schools making the most marked progress during the year were awarded to the Hood, Washington and School for Non-English-Speaking Pupils.

The (Bishop) Lawrence prizes for excellence in sewing were awarded to the Park, Hampshire and Hood schools.

## CHANGES OF TEACHERS.

### Resignations.

Maud Hall and Sarah L. Peckover of the High; Grace M. Nesbitt and Ida B. Hagar of the Wetherbee; Anna V. Healey and Elizabeth Dowd of the Saunders; M. Elizabeth Carroll of the Rollins; Elizabeth J. Conway of the Arlington; Mary A. Sullivan of the Oliver; Carrie Grimes of the Oak; Pamela J. Ladd of the Cross.

### Leave of Absence.

Bertha M. Robinson, Alice B. Macdonald and Edward Cregg of the High; Manora Bradford of the Bruce; Florence Abbott of the Park; Nellie Stoddard of the Walton; Mary Farley of the Franklin; Elizabeth Stannard of the Prospect; Nellie Winchester of the Hood; Grace I. O'Neil of the Amesbury Street.

### New Appointments.

To the Walton, Helen Campbell; to the Special, Marie McDonnell, Elizabeth Miles, Alice O'Leary, Helen McGregor, Gertrude O'Connell, Patti Washburn, Mary Greene, Alice O'Connor; Susan B. Frost; to the High, Mary F. Driscoll, William H. Dooley, John A. McGilvrey.

### Temporary Appointments.

Margaret Donovan to Wetherbee; Elsie Eastham to Washington; Katherine Regan to Park; Margaret Mahoney to Oak St.; Louise O'Connell to Saunders; Harriet Sleeper, Elizabeth Carroll, Cornelius Sullivan and Bertha Abercrombie to the High; Dennis E. Callahan to be master of the Tarbox.

### Transfers.

Anna Murphy from Amesbury to Special; Jennie M. Kerr from Washington to Bruce; Elizabeth Lawlor from Prospect to Oak St.; Marie McDonnell from Special to Oak St.; Lydia Mahoney from Bruce to Warren; Edna L. Stratton from Union



to Packard; Helen Campbell from Walton to Storrow; Patti Washburn from Special to Franklin; Alice O'Connor from Special to Prospect; Margaret Brown from the Rollins to be principal of the Cross St.

### Summary of Statistics.

Valuation of the city for the year 1906..	\$51,044,934.00
Total expenditure for schools, exclusive of new buildings and repairs.....	229,401.61
Population of the city, census of 1905...	70,000
Number of children in city between the ages of 5 to 15, according to the cen- sus of Sept. 1, 1905.....	12,546
Number of children in city between the ages 5 to 15, according to the census of Sept. 1, 1906.....	12,841
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1905.....	9,080
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1906.....	9,235
Aggregate enrollment from Jan. 1, 1905, to Jan. 1, 1906 .....	9,762
Aggregate number belonging from Jan. 1, 1905, to Jan. 1, 1906.....	7,951
Average attendance from Jan. 1, 1905, to Jan. 1, 1906.....	7,442
Aggregate enrollment from Jan. 1, 1906, to Jan. 1, 1907.....	10,387
Average number belonging from Jan. 1, 1906, to Jan. 1, 1907 .....	8,074.74
Average attendance from Jan. 1, 1906, to Jan. 1, 1907.....	7,447.59
Number of school buildings.....	31
Number of class rooms in elementary schools .....	202



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Number of teachers in High School. . . .	26
Number of class rooms in High School. . .	25
Number of teachers in Grammar schools. . .	65
Number of teachers in middle schools. . . .	56
Number of teachers in primary schools. . .	118
Number of supervising principals. . . . .	11
Number of critic teachers in Training school. . . . .	4
Number of pupil teachers in Training school. . . . .	14
Number of teachers of music. . . . .	2
Number of teachers of drawing. . . . .	2
Number of teachers of sewing. . . . .	3
Number of teachers of penmanship. . . . .	1
Number of teachers in Evening High school. . . . .	19
Number of teachers in evening elementary schools. . . . .	55
Number of teachers in evening drawing schools. . . . .	2

## REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., December 31, 1906.

*Mr. Bernard M. Sheridan, Surerintendent of Schools,*

*My Dear Sir :*

The following is the report of the truant officers for the year ending December 31, 1906.

### SCHOOL CENSUS.

	1906	1905	1904	1903	1902
Ward 1.....	2206	2297	2243	1926	1730
Ward 2.....	1486	1359	1324	1384	1303
Ward 3.....	2169	2146	1803	1775	1877
Ward 4.....	1939	1882	1904	1869	2036
Ward 5.....	2682	2553	2308	2277	2205
Ward 6.....	2359	2309	2200	2203	2311
Totals .....	12,841	12,546	11,782	11,428	11,462

Increase for 1906 over 1905, 295.

## TRUANCY.

In the following table will be found the work performed in the aggregate under the above heading :—

1906	No. of Schools visited.	No. of Absences Reported by Teachers.	No. of Absences Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	No. of Parents and Guardians Notified.	No. Returned to School.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January . . . . .	837	494	21	5	1	456	27	2	2	19
February . . . . .	465	346	10	7	1	317	6	0	0	12
March . . . . .	782	609	23	11	5	476	14	0	0	22
April . . . . .	643	481	30	10	5	476	14	0	0	20
May . . . . .	614	599	37	7	4	568	26			15
June . . . . .	604	396	25	5	6	392	15	1	1	17
September . . . . .	314	189	6	0	0	189	14	0	0	10
October . . . . .	767	512	20	5	4	552	25	5	5	22
November . . . . .	661	369	11	3	0	374	10	5	5	14
December . . . . .	477	251	4	2	0	248	6	2	1	12
Totals . . . . .	6164	4246	187	55	26	4048	157	18	17	163

## RESULT OF PROSECUTIONS.

Placed on Probation . . . . .	10
Committed to Truant School . . . . .	9

## LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued :—

Between 14 and 16 years of age.

1906	January	February	March	April	May	June	July	August	September	October	November	December	Total
Certificates Issued	60	49	85	70	89	143	188	77	80	89	67	80	1077

Showing a decrease for 1906 of 129.

Between 16 and 21 years of age.

1906	January	February	March	April	May	June	July	August	September	October	November	December	Total
Literates.....	188	133	188	183	181	179	252	188	303	426	226	210	2657
Illiterates.....	170	162	203	191	234	259	282	313	248	384	245	172	2863
Totals.....	358	295	391	374	415	438	534	501	551	810	471	382	5520

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school until

the proper certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE 1906	January	February	March	April	May	June	September	October	November	December	Total
Diphtheria .....	11	2	7	4	6	7	7	10	30	25	109
Scarlet Fever.....	9	5	10	2	2	1	18	4	5	6	62
Measles .....	43	88	98	77	34	3	2	2	8	12	367
Small Pox.....	0	0	0	0	0	0	1	0	0	0	1
Cerebro Spinal Meningitis.....	0	0	8	1	2	0	1	0	1	0	13
Totals.....	63	95	123	84	44	11	29	16	44	43	552

In conclusion we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. MCGOWAN,  
EDWIN J. CATE,  
MICHAEL SULLIVAN,

Truant Officers.

## ORDER OF EXERCISES

For the Fifty-Fifth Anniversary of the Lawrence High  
School, Monday, June 25, 1906.

### PROGRAM.

ACCOMPANIST, MABEL V. HOLGATE.

MARCH

COLUMBIAN ORCHESTRA.

1. "FATHER IN HEAVEN."

Words adapted to Handel's "Largo."

SCHOOL CHORUS.

2. ADDRESS OF WELCOME.

ELIZABETH G. BAILEY.

3. SONG—"THE FLAG."

*Henry K. Hadley*

SCHOOL CHORUS.

4. CLASS HISTORY,

ALICE M. ANDREW.

5. SONG—"A MERRY LIFE,"

*Denza*

SCHOOL CHORUS.

6. FAREWELL ADDRESS,

Written by FRANCIS B. SILSBEE,

Delivered by OTTO F. TAYLOR.

7. SONG—"THE TWO GRENADIERS,"

*Schumann.*

SCHOOL CHORUS.

8. ADDRESS,

JEREMIAH E. BURKE,

Supervisor of Schools, Boston, Mass.

9. Awarding of Diplomas and Hood and Perkins Prizes by Hon.  
John Breen, Vice-Chairman of the School Committee.

10. PARTING HYMN,

Words by HELEN M. GOLDSMITH.



### CLASS ODE.

We have worked together  
Through these four short years,  
And the time of parting  
Brings its smiles and tears.  
Now we part as classmates,  
Now we say good-bye,  
At the thought of parting,  
Sadness dims each eye.

### CHORUS.

“Deeds not words” our motto  
As we onward go :  
If our lives are faithful  
We need fear no foe.

Happy recollections  
Of our by-gone years,  
Cast their bright reflections  
All undimmed by tears.  
What the future brings us,  
Whether weal or woe,  
May we in life's journey,  
Kindly actions show.

## CLASS OF 1906.

Lillian Maud Abbott  
Alice Marion Andrew  
Elizabeth Genevieve Bailey  
Ethel Marjorie Beecroft  
James Joseph Bowler  
Harry Clinton Brainerd  
Marion Elizabeth Bryant  
Emily Gertrude Burke  
William Leo Casey  
Helen Ruth Collins  
Mabel Frances Copp  
John Francis Curtin  
Annie Daly  
Mary Cecelia Davey  
Gertrude Helen Dick  
Alice Clare Dorman  
Daniel Joseph Dorman  
Francis Charles Driscoll  
Mary Clark Dutton  
Maurice Fishman  
John James Fitzgerald  
Michael Augustine Flanagan  
Helen Marguerite Goldsmith  
Robert Calvin Grey  
Ralph Footman Greenwood  
Louis Alfred Haffner  
Elliot Kidder Hale  
Ellsworth Otis Caldwell Hill  
Alexander Thomas Heron  
Mabel Viola Holgate  
Abraham Harold Ed. Kaufman  
Gertrude Florence Kershaw  
Grace Mildred Kittredge  
Bessie Ellen Knapton  
Lawrence Augustine Lawlor

Helen Hoyt Macartney  
Gertrude Florence McAnally  
Rose Mulvina McCabe  
Edna May McGowan  
Henry George McGrath  
Francis Edward Mills  
Joseph Frances Murray  
Arthur Alfred Musk  
John Douglas Newhall  
Daniel Cornelius O'Sullivan  
Gertrude Eudelle Porter  
Helen May Remick  
Charles Lawrence Patterson  
John Augustine Scanlon  
Arthur Hugh Rooney  
Grace Stephanie Shea  
Maurice Patrick Shea  
Joseph Aloysius Shine  
Francis Briggs Silsbee  
William Hurd Simpson  
Florence Lisette Steele  
Samuel Stott  
Kathrine Marie Sullivan  
Clarence Herbert Swan  
Otto Frank Taylor  
Ralph Warner Taylor  
Helen Ranlett Towers  
Leonard Grant Trull  
Beatrice Margaret Twiss  
John Charles Towmey  
Frank Daniel Reginald Valpey  
Margaret Walworth  
Ethel Mary Weinhold  
John Joseph Henry Wilcox  
Lesley Louise Willan

Horace Marshall Lawrence  
Kathryn Gertrude Lenane  
Fitz. Harry Locke

Ray Winthrop Wingate  
Charles Martin Woodcock

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### HONOR LIST.

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Alice Marion Andrew  
Elizabeth Genevieve Bailey  
Marion Elizabeth Bryant  
Grace Mildred Kittredge  
Bessie Ellen Knapton

Arthur Hugh Rooney  
Francis Briggs Silsbee  
Helen Ranlett Towers  
Margaret Walworth  
Ethel Mary Weinhold

## GRADUATING EXERCISES.

Lawrence Evening High School, Class of 1906, Friday  
Evening, March 2, 1906.

### PROGRAM.

ACCOMPANIST, MISS BERTHA E. ABERCROMBIE.

MARCH—"Frisches Liben,"

*W. F. Sudds*  
Op. 45

ELIZABETH ANNE LAMB.

ESSAY—"The Brotherhood of Man"

HANNAH BOWER MALONEY.

VIOLIN SOLO—"Bohemian Girl Fantasie,"

*A. E. Harris*

G. WILLARD MORGAN.

ESSAY—"Time—Present and Future,"

EMILY CECILIA MAHON.

VOCAL SOLO—"Somewhere,"

*Thomas Curtis Clark*

JOSEPH WILLIAM CROCKET.

ORIGINAL DECLAMATION—"Should Immigration be  
Restricted,"

WILLIAM JOSEPH GANLEY.

VOCAL SOLO—"Marguerite,"

*C. A. White*

ALICE LOUISE GAUTHIER.

ADDRESS TO GRADUATES,

MR. FREDERICK N. CHANDLER.

Presentation of Diplomas, Mr. Michael J. Sullivan, Chairman of the  
Evening School Committee.

PIANO SOLO—Synphia Waltz de Concert,

*Franz Holzman*

EVA ADELINE GAUTHIER.

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CLASS OF 1906.

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William John Bingham  
William Francis Brandy  
Helen Gildas Cahill  
Anna Josephine Collins  
Mary Theresa Croston  
George Augustine Emerson  
Mary Cecilia Ford  
Eva Adeline Gauthier  
Herbert Henry Goodwin  
Grace Jacobs  
Louis Jensky  
Elizabeth Keating  
Otto Kirsch  
Elizabeth Anne Lamb  
Alice Maud Maguire  
Patrick Joseph Mahoney  
James Henry Neilon  
S. Helen McConnell  
Charles George O'Leary  
Clara Alma Petzold  
Sadte Schackowitz  
Bessie Smith  
Jeremiah Joseph Twomey

Margaret Anna Blessington  
Joseph Henry Brown  
John Joseph Callahan  
Lawrence Cranshaw  
Patrick Joseph Daley  
John Francis Fitzpatrick  
William Joseph Ganley  
Edward Miller Glennon  
George Richard Hume  
Annette Ragner Jacobsen  
Elizabeth Mary Jost  
Thomas James Kelleher  
Delina Philomel Lacasse  
Henry Alfred Lundgren  
Emily Cecilia Mahon  
Hannah Bower Maloney  
Mary Veronica Mosson  
Thomas William Nugent  
Laura May Perkins  
Harry Pickering  
John Joseph Sheehy  
William Wright Stewart  
D. Lillian Whatmough

## GRADUATING EXERCISES.

Of the Lawrence Grammar Schools at City Hall, Wednesday, June 27, 1906.

### PROGRAM.

Music by Chorus of Graduates assisted by E. B. Choate, Pianist, and the Columbian Orchestra.

#### MARCH

HYMN—"God of Our Fathers,"

*Warren*

SONG and CHORUS—"Bright Star of Eve, Arise,"

*Wrighton*

ADDRESS TO GRADUATES,

MARSHALL L. PERRIN, PH. D., Professor in Boston University.

VOCAL WALTZ—"Joys of Spring,"

*Geibel*

PRESENTATION OF DIPLOMAS

#### MARCH

### NAMES OF GRADUATES.

#### Oliver School Graduates.

Annie M. Alexander

Goodman Gafinowitz

James M. Bannon

Josephine Gerhauser

Josephine M. Barlow

Lillian Gilbert

Hattie M. Beck

Jacob Ginsberg

Helena C. Breen

Olin T. Hayes

John Breen

Allan Hinton

Henry E. Burckel

Clarence G. Holgate

Marado R. Carlisle

Elizabeth S. Jeffrey

Guy T. Chisholm

Manahan M. Kaufman

James A. Collins

John Kefferstein

Raymond J. Conway

Joseph F. J. Kenyon



William S. Conway  
Jerome L. Donovan  
Mary T. Donovan  
George W. Durrell  
Esther S. Eaton  
Lillian F. Evans  
Joseph L. Ferrin  
Freda M. Finzel  
Rita M. Murphy  
Hammond M. Newton  
Charles H. Partridge  
Laura E. Pressey  
Blanche R. Robinson  
Habeeb J. Skierik  
Louis Tepper  
Bessie R. Ulrich  
William Weiner  
John Zebrowsky

Ida F. Kress  
Maurice L. Lan  
Michael F. Looney  
Justin A. McCarthy  
Gertrude McCormick  
Nauno G. McEneany  
Rose C. McEneany  
Charles A. Merrill  
Winifred M. Murphy  
Wilbur N. O'Brien  
Lyman G. Perkins  
Mabel G. G. Bigney  
Stephen M. Scanlon  
Bessie Smith  
Julia E. Tobin  
Augustine T. Waldron  
Marion L. Wood

### Packard School Graduates.

Bernice B. Abbott  
Marion M. Auty  
Audore O. Barnabee  
Ethel C. Beers  
Florence G. Bonney  
Fred E. Bradstreet  
Esther M. Cross  
Eugene E. Cyr  
Richard H. Ellis  
Evelyn R. Farrell  
Alameda F. Finn  
Gertrude B. Godin  
Mary J. Hart  
John E. Hopkins  
John J. Hyland  
Edward A. Jones  
Walter R. Koschitzky  
Robert G. Masterton

Albert H. Anderson  
Jennie Ballantyne  
Fred A. Bedell  
John W. Bolton, Jr.  
Ruth A. Bradstreet  
Helen W. Cate  
Louis C. Crowley  
Ella M. Dillon  
Mary E. Fallon  
Earle E. Ferguson  
Timothy V. Gleason  
Ernest L. Hall  
John J. Hogan  
Sarah E. Hulme  
Stanley M. Irish  
Harley R. Knight  
Mary R. Leonard  
Katherine T. McAuliffe

William A. Meagan, Jr.  
 Alice W. Nugent  
 Alice E. Parker  
 Elliott B. Plumber  
 Marion E. Rollins  
 William P. Saunders  
 Lillie M. Seaverne  
 Elizabeth A. Sheehy  
 Nelson A. Tacy  
 Marguerite L. Verrill  
 Helen B. Woodman

Anna T. Merrigan  
 Dorothy M. Olds  
 Frances M. Peters  
 Grace C. N. Reed  
 Sydney R. Rollins  
 Joseph W. Sawyer  
 Eugene C. Shea  
 Augusta M. Sullivan  
 Laura M. Varnum  
 Mable E. Ward

### **Emily G. Weatherbee School Graduates.**

Robert C. Brimmer  
 William F. Brown  
 Anna E. Craig  
 Harriet M. Desmond  
 Nora E. Donovan  
 Susie Driscoll  
 Gertrude M. Farrington  
 George J. Flathers  
 Samuel Gabrielson  
 Arthnr Ganley  
 John H. Garvin  
 Esther M. McDonnell  
 Arthur V. Olson  
 Marion Poore  
 Ethel F. Rooney  
 Frederick Wallace

John R. Haverty  
 Loyola J. Haverty  
 Marion E. Henderson  
 Patrick Higgins  
 Harry W. Hoghton  
 Susan Howell  
 Augustine M. Keefe  
 James J. Kiernan  
 Florence Latraverse  
 Ada Messiah  
 Katherine McDonald  
 Albert F. Olmstead  
 Gladys I. Patrick  
 John F. Roche  
 Obadiah H. Smith  
 Eudora A. White

### **John R. Rollins School Graduates.**

William J. Allan  
 Joseph P. Battles  
 Annie Black  
 George E. Boddy  
 Eva J. Borneman  
 Charles M. Brainerd  
 Harold A. Bryant

Grace M. Ganley  
 William J. Gesing  
 Emma A. Gould  
 John H. Greer  
 Mildred L. Grimes  
 Mary E. Grossman  
 Charles H. Hausler

Charles F. Connor  
 Edward J. Costello  
 William H. Cotter  
 Elizabeth Cunningham  
 Philip M. Currier  
 Albert Dick  
 John F. Doherty  
 Monica E. Doyle  
 Edgar C. Earle  
 Joe Eastwood  
 F. Norman Forsyth  
 W. Harold Gabeler  
 Lillian G. Gainsborg  
 William F. Reinhold  
 John F. Reusch  
 Frederic H. Robinson  
 Guy E. Slaughter  
 Marion O. Steward  
 Conrad E. Thomas  
 Carl A. Trumpold  
 Hglen R. Ulrich  
 Lillian H. Weller  
 Harold S. Wickens

Lillian A. Heinrich  
 Adolph A. Hoellrich  
 Marion E. Howarth  
 Edward A. Johnson, Jr.  
 Constance A. Kane  
 Ella W. Kress  
 Ida E. Kunert  
 Elizabeth M. Kunstler  
 Edward B. Lee  
 Sarah V. McHugh  
 Sarah W. Mosley  
 Arthur W. Paul  
 Etta A. Reinhold  
 Mary V. Reusch  
 Joseph W. Riedel  
 Everett Rutter  
 Porter B. Smith  
 Hellen G. Sullivan  
 Bridget A. Tobin  
 Clarence L. Trumpold  
 Marguerite V. Weiss  
 Rose G. Whelan  
 Leslie A. Young

### A. B. Bruce School Graduates.

Annie E. Altman  
 Abe A. Brown  
 Arthur W. Bush  
 Harry A. Caffrey  
 Howard O. Chapman  
 Marion L. Christison  
 George E. Crabtree  
 Wilfred Demers  
 Mark H. Doyle  
 David W. Fishman  
 William B. Forrest  
 Edward B. Galloway  
 Frank H. Galloway

Bertha M. Howarth  
 John H. Hughes  
 Fred Hurteau  
 James Innes  
 Helen Jelcovsky  
 Rose Keogh  
 Joseph F. Kiley  
 Frank O. Kimball  
 Fred E. Knight  
 Noel W. Laplant  
 Esther McGeoch  
 William A. Menzie  
 Clayton B. Morgan

Mildred M. Gilbert  
Irene M. Gurdy  
Bessie N. Hendry  
Alfred C. Holland  
Ruth D. Sargent  
Edward R. Seed  
Mildred E. Smith  
Vivian Taylor  
Harry J. Trees  
Fred Wagner  
Lillian Walworth  
Anna E. Wylde

Helen H. Pickels  
Walter J. Perry  
Samuel Resnick  
Frances Rowe  
Mary Alice Scott  
Jacob Shapiro  
Marion Sullivan  
William H. Temple  
Charles H. Trumbull  
Leslie F. Wallace  
Walter J. Warburton

### **John K. Tarbox School Graduates.**

Henry D. Averill  
Laura Brennan  
Thomas J. Blessington  
Mary G. Connor  
Margaret E. Dwyer  
Minnie Frisch  
Louis J. Fingleton  
Frank A. Flynn  
Etta Haller  
William E. Kennedy  
Harold E. Leaver  
Christine M. McCarthy  
Amherst R. Macartney  
Elsie E. Northam  
Genevieve M. O'Brien  
Albert Rothea  
Joseph E. Wade

Isadore Ashkenazy  
Annie Bramhall  
John J. Calnan  
John J. Cummings  
Irene V. Eccles  
Mary B. Fay  
John P. Flemming  
Helen J. Hoppe  
Robert H. Hewett  
Edith B. Lewis  
John J. McKone  
Mary G. McMahon  
Charles Nitzsehke  
Henry Noble  
Joseph A. Powers  
Rena E. Torrey  
Arthur G. Weigel

# TEACHERS.

## In Service December 31, 1905.

(The numerical letters designate the year or grade.)

### HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 58 Saunders School	'94	\$2,800
<i>Civics.</i>		
Edward S. Riley, Sub-Master, 6 Forest Street,	'92	1,900
<i>Chemistry, Physics.</i>		
Ada Lear, 82 Bradford Street,	'73	1,050
<i>Latin, Greek.</i>		
A. L. Fulkerson, Methuen,	'95	1,400
<i>Manual Training.</i>		
Elizabeth O'Leary, 21 East Haverhill Street,	'96	1,000
<i>German.</i>		
Ella M. Robinson, 45 Avon Street,	'96	1,000
<i>French.</i>		
*Alice B. Macdonald, 27 Holton Street,	'96	1,000
<i>English.</i>		
*LEAVE OF ABSENCE.		
Ernest C. Jewell, 463 Lowell Street,	'97	1,500
<i>Mathematics.</i>		
*S. Ella Penniman, 488 Broadway,	'97	900
<i>Greek, Latin.</i>		
Martha D. Tracy, 139 Franklin Street,	'97	900
<i>Latin, English.</i>		

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Susan T. O'Connor, 19 Logan Street,	'99	850
<i>English.</i>		
Noelia Dubrule, 57 Bradford Street,	'04	750
<i>French.</i>		
Michael J. Mann, 36 White Street,	'04	900
<i>Algebra.</i>		
Bertha A. Merrill, 39 Abbott Street,	'01	850
<i>English, Algebra, French.</i>		
Katherine R. Regan, North Andover,	'01	800
<i>Geometry, Algebra.</i>		
Carleton E. Preston, 1000 Essex Street,	'03	1,200
<i>Natural Science.</i>		
*LEAVE OF ABSENCE.		
Anna T. Mulholland, 393 Hampshire Street,	'04	600
<i>Stenography, Typewriting, bookkeeping.</i>		
Edward F. Cregg, 163 Bailey Street,	'02	1,000
<i>History.</i>		
Harriet C. Lord, 86 Ames Street,	'04	750
<i>English, Algebra, History.</i>		
August Sonntag, 129 Newbury Street,	'03	1,100
<i>Latin and German.</i>		
Cornelius J. Sullivan, 85 East Haverhill Street,	'06	700
<i>History.</i>		
Mary A. Driscoll, 247 Salem Street,	'06	800
<i>English.</i>		
William H. Dooley, 127 Haverhill Street,	'06	1,200
<i>Chemistry, Natural Science, Mathematics.</i>		



## OLIVER SCHOOL.

(Haverhill Street opposite Lawrence Common.)

*Includes elementary grades above the fifth, between Spicket River and Bloody Brook on the east, Merrimack River on the south, M. & L. R. R. on the west, and the Spicket River and Bruce Street on the north.*

Laurence J. O'Leary, Master, 11 Swan St.,	'01	\$1,600
Katherine M. Kenney, VIII, 379 Park St.,	'81	650
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	600
Frances M. Brainerd, VII, 59 Kendall St.,	'05	450
Ella F. Arthur, VI, 305 Lowell St.,	'98	550
Marie W. Collins, VI, 241 Haverhill St.,	'94	550
Mary A. Herlihy, VII, 19 Currier St.,	'05	450
Emily V. Brooks, VI, 12 Berkeley St.,	'95	550
Gertrude L. O'Connell, VII, 59 Osgood St.,	'03	500
May I. Lawlor, VI, 100 Bennington St.,	'01	550
Bertha Bertolle, V, 50 Lowell St.,	'02	500
Maria T. Cogger, V, 265 Haverhill St.,	'99	550
Mary E. Geraghty, VI, 25 Allen St.,	'02	500
Mary A. O'Sullivan, VI, 164 Salem St.,	'05	450
Caroline S. Brady, IV, 34 Cedar St.,	'98	500
M. Josephine Nichols, IV, 47 Avon St.,	'04	450
Isabella Barrie, IV, 5 Durant St.,	'04	450

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (between Olive and Byron Avenues).

*Includes all elementary grades above the fifth year, west of M. & L. R. R., and first and second year grades west of Milton Street.*

Wendell P. Brown, Master, 51 Smith St.,	'95	\$2,000
Sarah A. Barlow, VIII, 48 Washington St.,	'87	650
Camelia A. Howe, VIII, Methuen,	'90	600
Mabel F. Noyes, VII, Methuen,	'90	600
Minnie A. Brown, VII, 490 Haverhill St.,	'95	600

Ida L. Freeman, VII, 503 Haverhill Street,	'93	600
*Manora A. Bradford, VI, 32 Concord St.,	'96	550
Mary F. Foster, VI, 304 Lowell St.,	'94	550
Emma Stewart, VI, 586 Haverhill St.,	'95	550
Helen M. Sawyer, V, 51 Railroad St.,	'05	450
Elisabeth Entwistle, VI, 3 Caulkins' Ct.,	'97	550
Gertrude E. Fox, V, 18 Washington St.,	'05	450
Bertha L. Morse, V, 194 Broadway,	'05	450
Jennie M. Kerr, Assistant, 10 Forest St.,	'05	450
Bertha E. Holtham, Assistant, 67 Bodwell St.,	'05	450

### PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets).

*Includes all elementary grades above the second, east of B. & M.  
R. R., in South Lawrence.*

John J. Mahoney, Master, 16 Logan St.,	'03	\$1,600
Margaret G. Scanlon, VIII, 347 Salem St.,	'84	650
*Leave of absence.		
Ellen L. Toye, VIII, 240 Andover St.,	'82	600
Jennie A. McManus, VII, 291 South Broadway,	'94	600
Mary J. Shinnick, VI, 44 Osgood St.,	'97	550
Catherine G. O'Leary, VI, 242 Salem St.,	'95	550
Jessie E. Simpson, VII, 90 Salem St.,	'95	600
Anna H. Desmond, VII, 15 Springfield St.,	'95	550
Mary E. Harrington, V, 110 Newton St.,	'92	500
Helen F. Spring, V, 332 Broadway,	'99	550
M. Elizabeth Church, IV, 42 Salem St.,	'03	500
Edith L. Whittemore, IV, 5 Springfield St.,	'02	500
Mary E. Flanagan, V, 28 Kingston St.,	'03	500
Julia N. Collins, IV, 263 South Broadway,	'05	450
Ellen M. O'Connell, V, 166 Bailey St.,	'06	400
Margaret E. Tierney, IV, 45 Salem St.,	'05	450
Edna L. Stratton, V, 59 Garfield St.,	'04	500

### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street).

Ellen T. Cooney, IV, 78 Springfield St.,	'01	\$550
Helen F. Gainey, III, 1 Kingston St.,	'00	550
Helen F. Hughes, III, 222 South Union St.,	'00	550
M. Eva Russell, III, Methuen,	'99	550

### JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt).

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 6 Sheridan St.,	'96	\$1,900
Maria Smith, VIII, 11 Berkeley St.,	'91	650
Mary Eastham, VII, Methuen,	'88	600
Mabel L. Cate, VII, 334 High St.,	'85	600
Emma J. Baker, VII, 22 Belmont St.,	'89	550
Emma M. Ramsay, VII, 26 Boehm St.,	'03	500
Catherine L. Fitzpatrick, VI, 282 High St.,	'94	550
Ellen C. Greene, VI, 5 Haverhill St.,	'95	550
Eleanor C. O'Connor, V, 19 Logan St.,	'03	500
Isabel F. Robbins, V, 73 East Haverhill St.,	'96	550
Lena A. Nolan, V, Andover,	'98	550
Ella M. Eastman, V, 82 Eutaw St.,	'01	550
Leonora Knapton, Assistant, 67 Myrtle St.,	'06	400

### JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut).

*Includes all elementary grades above the fourth, west of Lawrence Street, north of Spicket River.*

Dennis E. Callahan, Master, 69 Exeter St.,	'06	\$1,400
Nora A. McNulty, VIII, 120 Tremont St.,	'94	650
Katherine A. Hynes, VII, Methuen,	'98	600
Theresa A. Lane, VII, 91 Bennington St.,	'93	600

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Margaret M. O'Neil, VI, 147 Franklin St.,	'95	550
Theresa M. Twomey, VI, 180 Park St.,	'99	550
Mary L. Cotter, VI, 58 Exchange St.,	'97	550
Margaret A. Brouder, V, 139 Arlington St.,	'98	550
Nellie M. Reardon, V, 44 Manchester St.,	'99	550
Mary F. Deacy, V, 133 Lexington St.,	'00	550
Laura A. D. Lord, V, 211 Abbott St.,	'02	500
Mary J. Conway, Assistant, 117 Lawrence St.,	'05	450

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### EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of the  
B. & M. R. R. in South Lawrence.*

John F. Higgins, Master, Broadway Chambers,	'01	\$1,800
Mary F. Collins, VIII, 303 Andover St.,	'93	650
Marietta Shanahan, VII, 279 Salem St.,	'88	600
Nora R. O'Neil, VI, 11 Phillips St.,	'97	550
Ellen T. Holland, V, 15 Brookfield St.,	'01	550
Lauretta M. McCabe, VII, 11 Margin St.,	'99	550
Katherine M. Nolan, IV, Andover,	'98	550
Mary F. Hines, IV, 8 Winthrop Ave.,	'02	500
Elizabeth F. Donovan, Assistant, 3 Temple St.,	'03	500
Ella M. Hayes, Assistant, 42 Melrose St.,	'05	450
Margaret Donovan, Assistant, 94 Bradford St.,	'06	400

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### DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street).

*Includes first three grades west of B. & M. R. R., in South  
Lawrence.*

Julia P. Tompkins, Principal, 41 South St.,	'66	\$700
Carrie J. Pingree, VI, 259 Andover St.,	'81	550
Mollie B. Marsh, III, 334 Andover St.,	'95	550
Mary H. Callahan, III, 69 Exeter St.,	'96	550
Georgie M. Follansbee, III, 38 Cambridge St.,	'99	550
Jennie M. Quealey, I, 370 Haverhill St.,	'99	550
Margaret G. O'Brien, II, 23 Cross St.,	'98	550

## DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway).

Louise M. O'Connell, I, 59 Osgood St.,	'05	\$450
Josephine A. Kelley, I, 6 Winthrop Ave.,	'93	250
Nellie S. Stackpole, I, 66 Abbott St.,	'95	550
Alice McKenney, I, 46 Abbott St.,	'00	550

## UNION STREET SCHOOL.

Andover Street (near South Union Street).

*Including first two grades east of Parker Street and Winthrop Avenue in South Lawrence.*

Mary A. Kehoe, Principal, II, 8 Tremont St.,	'82	\$600
Sarah E. Webster, II, 318 Andover St.,	'81	550
Maud Vatter, II, 22 Albion St.,	'91	550
Margie C. Connor, I, 30 Osgood St.,	'99	550
Ella M. Churchill, I, 11 Cedar St.,	'99	550
Grace V. Desmond, I, 15 Springfield St.,	'02	500
Stella L. Maffett, Assistant, 384 Andover St.,	'04	450
Lillian B. Haverty, Assistant, 297 South Broadway,	'05	450

## ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Bennington Streets.*

Bridget A. Halley, Principal, 46 Avon St.,	'86	\$650
Letitia Wilcox, IV, North Andover,	'96	550
Lola F. Clifford, IV, 355 Haverhill St.,	'97	550
Helen M. Bean, III, 54 Holly St.,	'62	550
Grace F. Conway, II, 1 Tremont St.,	'89	550
Katharine W. Murray, I, 78 Cross St.,	'98	550
Mary M. Butler, II, 93 Bradford St.,	'99	550
Ellen M. Murphy, I, 128 Franklin St.,	'04	450
Jessie R. Brown, I, 490 Haverhill St.,	'01	500



### PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets).

*Includes first four grades between Hampshire and Trenton Streets,  
north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.,	'77	\$650
Elizabeth J. Callahan, IV, 1 Albion St.,	'83	550
Mary E. Corkhill, III, 244 Park St.,	'01	550
Eleanor F. Sullivan, III, 104 Oak St.,	'00	550
Florence L. Abbott, II, 50 Thorndike St.,	'95	550
Agnes A. Ashe, II, Methuen,	'98	550
Helen S. Chubb, I, 109 Berkeley St.,	'91	550
Margaret M. Griffin, I, 19 Durant St.,	'02	500
Margaret G. Kennedy, Assistant, 49 Willow St.,	'97	550

### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect Street).

*Includes first three grades east of Jackson Street and north of Platt  
Street, beyond the Spicket River.*

Mary R. S. Collins, Principal, III, 110 East Haver-		
hill St.,	'74	\$600
Fanny H. Stratton, II, 126 East Haverhill St.,	'76	550
Martha J. Sargent, I, 168 East Haverhill St.,	'88	550
Elizabeth H. Stannard, I, 168 East Haverhill St.,	'85	550
Nora G. Cullinane, Assistant, 17 Currier St.,	'03	450

### STORROW SCHOOL.

Storrow Street (near Storrow Park).

*Includes first four grades south of Platt Street and east of Spicket  
River.*

Hattie B. Collins, Principal, V, 110 East Haverhill St.,	'78	\$600
Alice Eastham, IV, Methuen,	'93	550
Alice L. Trott, III, 34 Marston St.,	'91	550



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Margaret W. Mowatt, III, 57 High St.,	'97	550
Josephine M. Lundberg, I, 294 Broadway,	'02	500
Annie M. Fisher, Assistant, 115 Newbury St.,	'03	450
Mary G. Doyle, II, 82 Avon St.,	'03	450
Elizabeth J. Hartwig, Assistant, 154 Newbury St.,	'05	450
Helen Campbell, Assistant, 19 Howard St.,	'06	400

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## WALTON SCHOOL.

Methuen Street (corner Newbury Street).

*Includes first two grades between Spicket River and Jackson Street  
south of Summer Street.*

Elizabeth T. DeCourcy, Principal, III, 203 Haverhill St.,	'90	\$600
Nellie M. Stoddard, II, 86 Jackson St.,	'77	550
Bessie G. Gainey, I, 1 Kingston St.,	'01	500
Hannah T. Curtin, I, 6 Daisy St.,	'03	450
Anastatia G. O'Brien, Assistant, 53 Bennington St.,	'03	450

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## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes fourth and fifth grades east of Jackson Street to Spicket  
River.*

Nellie E. Smart, V, Principal, 63 Newbury St.,	'83	\$600
Vesta E. Shackford, V, 61 Newbury St.,	'83	550
Enah T. Orff, III, 49 Avon St.,	'03	500
Alice E. Gill, III, 33 Jackson St.,	'98	550

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## HARRINGTON SCHOOL.

Newbury Street (corner Elm Street).

*Includes first three grades between Jackson Street and the Spicket  
River, north of Summer Street.*

Leslie Dana, Principal, III, 7 East Haverhill St.,	'76	\$600
Florence D. Hall, II, 100 Saunders St.,	'84	550

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Margaret E. Loftus, II and I, 153 Newbury St.,	'93	550
Ada L. Riordan, I, 41 Mechanic St.,	'96	550
Anne F. Churchill, Assistant, 16 Graichen Ter.,	'02	400
Josephine M. McQuade, Assistant, 145 Saratoga St.,	'03	450

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### AMESBURY STREET SCHOOL.

Amesbury Street (corner of Lowell Street).

*Includes first two grades west of Lawrence Street, east of Hampshire Street and south of Spicket River.*

Mary E. Leary, Principal, 59 Osgood St.,	'88	\$600
Genevieve M. Tierney, I, 21 Tremont St.,	'95	550
Mary G. Brogan, I, 20 Common St.,	'97	550
*Grace I. O'Neil, Assistant, 54 Butler St.,	'03	450
Kathryne A. Twomey, Assistant, 180 Park St.,	'05	450
Alicia T. Quealy, Assistant, 379 Haverhill St.,	'05	450

\*LEAVE OF ABSENCE.

### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire Streets, south of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.,	'81	\$600
Josephine L. Chase, IV, 13 Morton St.,	'82	550
Anna C. Lane, III, 91 Bennington St.,	'95	550
Helen G. Kennedy, III, 91 Newbury St.,	'96	550
Nettie M. Murray, Assistant, 69 Butler St.,	'05	450

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### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades Between Hampshire Street and the M. & L. R. R., South of Spicket River.*

Margaret S. Brown, Principal, V, 265 Jackson St.,	'99	\$600
Mattie M. Hatch, IV., 27 Cross St.,	'92	550

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Grace M. Wadsworth, V, 5 Quincy St.,	'93	550
Ellen G. Dunn, IV, 85 Cross St.,	'94	550

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## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell Street).

*Includes first three grades east of M. & L. R. R., west of  
Hampshire Street, south of Cedar and Florence Place.*

Caroline G. Donovan, Principal, III, 56 Bradford St.,	'95	\$600
Edith M. Messer, II, 579 Haverhill St.,	'96	550
Margaret L. Shanahan, I, 131 Haverhill St.,	'87	550
Mary A. V. Farley, I, 93 Bradford St.,	'96	550
Mary E. Clifford, Assistant, 355 Haverhill St.,	'06	400
Ina P. Washburn, Assistant, 39 Cross St.,	'06	400

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## ESSEX SCHOOL.

*Includes third and fourth grades west of M. & L. R. R., between  
Water Street and Cemetery.*

Annie F. McDermott, Principal, 460 Lowell St.,	'81	\$700
Annie M. Kennedy, IV, 40 Reservoir St.,	'00	550
Elizabeth Stafford, IV, 120 Butler St.,	'96	550
L. Florence Kennedy, IV, 759 Essex St.,	'01	500
Florence E. Griffin, III, 56 Bradford St.,	'78	550
Daisy E. Stevens, III, 98 Auburn St.,	'02	500
Emma F. Churchill, III, 11 Cedar St.,	'04	450
Lillian Holtham, III, 67 Bodwell St.,	'03	500
Mary L. Scanlon, III, 116 Maple St.,	'04	450
Mary G. McCabe, Assistant, 15 Byron Ave.,	'05	400

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## WARREN STREET SCHOOL.

I. Mae Magoon, II, 26 Butler St.,	'03	500
Maude Gorman, II, 6 Royal St.,	'03	450
Margaret M. Crowley, I, 610 Lowell St.,	'03	450
Lydia H. Mahony, I, 165 Margin St.,	'00	500

### RIVERSIDE SCHOOL.

School Street (corner Doyle Street).

*Includes first two grades west of M. & L. R. R., and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.,	'85	\$600
Grace E. Kingston, II, 11 Bellevue St.,	'94	550
Ellen I. McCartin, I, 50 Warren St.,	'01	550
Elsie R. Houston, I, 216 Broadway,	'01	550

### LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street).

*Includes first grades west of M. & L. R. R., north of Essex Street, South of Haverhill Street, and East of Milton Street.*

Mary A. Dame, Principal, II, 614 Haverhill St.,	'73	\$600
Anne S. Lane, II, 121 Butler St.,	'80	550
Cora A. Miles, I, 20 Pearl St.,	'02	500
Anna J. Murray, I, 36 Warren St.,	'96	550

### WASHINGTON SCHOOL.

Manchester Street (corner Washington Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar Street and Florence Place; also west of M. & L. R. R., north of Haverhill Street, and east of Forest Street and the cemetery.*

Elizabeth F. Devlin, Principal, 70 Cross St.,	'86	\$600
Elizabeth McGregor, III, 13 Lake St.,	'99	550
Lizzie M. Crabtree, II, 97 Greenwood St.,	'92	550
Sara A. White, II, 48 Holly St.,	'97	550
Alice V. Fitzgerald, I, 23 Camden St.,	'00	550
Mabel J. Cheney, I, North Andover,	'94	550

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<i>K.</i> K. Agnes Donovan, Assistant, 94 Bradford St.,	'02	500
<i>E.</i> Elsie Eastham, Assistant, 13 Whitman St.,	'06	400

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## OAK STREET SCHOOL.

Oak Street (rear of Oliver School).

*Includes first three grades south of Spicket River, between East Haverhill, Jackson and Lawrence Streets.*

Ellen M. Dooley, Principal, 144 Jackson St.,	'91	\$625
Marie McDonnell, III, 83 Lexington St.,	'06	400
Agnes E. English, III and II, 21 Tremont St.,	'02	500
Kathleen C. Doheny, II, 265 Haverhill St.,	'98	550
Alice T. Keefe, I, North Andover,	'00	550
Rachel H. Stannard, I, 118 East Haverhill St.,	'01	500
M. Evelyn Josselyn, I, 1 Methuen St.,	'01	500
Josephine Lawlor, 100 Bennington St.,	'05	450
Elizabeth Lawlor, 100 Bennington St.,	'03	500
<i>M.</i> Margaret Mahony, Assistant, 7 Acton St.,	'06	400

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## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Streets.

Leila M. Lamprey, Principal, 277 Haverhill St.,	'83	\$1,500
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## CRITIC TEACHERS OF PRACTICE SCHOOL.

Ella F. Eastman, V, IV, 54 Berkeley St.,	'80	750
Annie L. O'Connor, III, II, 10 Whitman St.,	'93	700
Emma J. Greenwood, II, I, 484 Jackson St.,	'96	700

## TEACHERS OF OBSERVATION SCHOOL.

Harriet A. McKone, VIII, North Andover,	'86	\$650
Nellie S. Winchester, VII, 31 East Haverhill St.,	'94	600
H. Frances McDonnell, VII, North Andover,	'96	600
Mary A. Mahoney, VI, North Andover,	'93	600

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Grace L. Conlin, VI, 10 Albion St.,	'01,	550
Mabel M. Mullen, V, 258 Jackson St.,	'00	550
Laura K. Prescott, VI, 690 Haverhill St.,	'01	550
E. Mabel Andrews, IV, 5 Kendrick St.,	'95	550
Ellen C. Tobin, VI, 480 Haverhill St.,	'98	550
Ethel C. Ramsey, III, 263 Jackson St.,	'98	550
Ada B. Locke, I, 206 Boxford St.,	'05	450

#### POST GRADUATES OF LOWELL NORMAL SCHOOL.

(Five months' Supplementary Class.)

Agnes M. Finnegan, North Andover.  
 Julia T. Lenane, 65 Exeter St.  
 Marion Lewis, 271 Andover St.  
 Mary C. McGowan, 14 Berkeley St.  
 Edith J. Sargent, 168 East Haverhill St.  
 Margaret L. Sullivan, 155 Saratoga St.

#### UNDERGRADUATES OF LOWELL NORMAL SCHOOL.

(Three months' Practice Division.)

Louise A. Bishop, 60 Phillips St.  
 Mabel J. Connor, 9 Keighley Ct.  
 Grace M. C. Coveney, 411 Andover St.  
 Katherine B. Driscoll, 80 Kingston St.  
 Gertrude A. Fox, 7 Woodland St.  
 Katherine M. A. Mahoney, 39 Willow St.  
 Mary M. Maloney, 53 Holly St.  
 Anna M. O'Connell, 144 Newbury St.

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#### DIRECTORS OF MUSIC.

William W. Keays, Melrose, Mass.	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.,	'99	850

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#### DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.,	'91	\$1,650
Annie T. McCarthy, 265 Haverhill St.,	'02	750



## SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Ave.,	'99	\$1,200
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## TEACHER OF ELOCUTION.

## HIGH SCHOOL.

Mary E. Carroll, West Andover,	'06	\$500
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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.,	'86	\$550
Gertrude M. Joyce, 34 Berkeley St.,	'86	550
Eleanor E. Quealey, 379 Haverhill St.,	'01	550

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## EVENING SCHOOL TEACHERS.

## HIGH SCHOOL.

Daniel J. Arundel, Principal.

Edward S. Riley,	John O'Mahoney,
Walter O. Jewell,	Bertha Abercrombie,
Edward P. Morton,	Edward McAnally,
Mary A. Bailey,	Michael A. Sullivan,
Louise S. Halley,	Cornelius J. Mahoney,
Florence Fremmer,	Walter T. Rochfort,
Myra H. Church,	Joseph A. O'Connor,
Charles Hanrahan,	Francis X. Hogan,
Michael S. O'Brien,	Charles J. O'Sullivan.

*Drawing.*

Daniel Adams,	Albert S. Huntress.
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## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Hugh McConnor, Assistant Principal.

William J. Delaney, Assistant Principal.

George McLane, Jr., Assistant Principal.

Z. A. Berthiaume,  
 Fred H. Matthes,  
 Joseph LaFrance,  
 Helen R. O'Brien,  
 Francis O'Herlihy,  
 John J. Regan,  
 William C. Collins,  
 Margaret Condon,  
 Mary Wholley,  
 Mary Singleton,  
 Rose Maguire,  
 Grace M. Hanrahan,  
 Nonie M. Ahern,  
 Mary A. Linehan,  
 Valeda E. Marier,  
 Katie McKenna,  
 Eva Morache,  
 Mary E. Daly,  
 Mary Griffin,  
 Emma Woodcock,  
 Anna Gens,  
 Mary P. O'Sullivan,  
 Leslie L. Willan.

Annie F. Driscoll,  
 Elizabeth A. Reid,  
 Grace Coveny,  
 Elizabeth Hendry,  
 Louise Bishop,  
 Arthur A. Auger,  
 Frances Shinnick,  
 Mary Hannon,  
 Katherine Davey,  
 Katherine Sidley,  
 Alice B. O'Connell,  
 D. W. Hoff,  
 Mary McSweeney,  
 Gertrude Hanrahan,  
 May Kittredge,  
 Luke Devaney,  
 Louis A. Kane,  
 James A. Dowd,  
 Annie V. Dunn,  
 Charles Clifford,  
 Katherine Sullivan,  
 Louise M. O'Connell,

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#### ESSEX SCHOOL.

Frederick C. Wainwright, Principal.

Margaret Brennan,  
 Hormidas Girard,

Minnie Kingston,  
 Elizabeth C. Miles.

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#### PACKARD SCHOOL.

Dennis E. Callahan, Principal.

Julia N. Collins,  
 T. H. Vincent,

W. J. Graham,  
 Helen Hughes,  
 Gertrude Joyce,

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TRUANT OFFICERS.

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James R. McGowan, 14 Berkeley Street.

E. J. Cate, 142 Howard Street.

Michael Sullivan, 85 East Haverhill Street.

Office at Old High School Building. Hours: 7.45 to 8.30 A. M., and  
11.15 A. M. to 12 M., and 4 to 5 P. M.

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## JANITORS.

John W. Carroll, 185 Essex Street—Walton School, Newbury Street School.

John Dolan, 121 Elm Street, Martin Egan, 290 Elm Street—Gilbert E. Hood and Harrington Schools.

Michael P. Higgins, 16 Berkeley Street—Hampshire Street School, Park Street School.

R. G. Newton, 9 Merrimack View—Riverside School, Essex School.

William Butler, 32 Warren Street—Lowell Street School, Warren Street School.

John Scannell, 7 Chester Street—Packard School, Packard School Annex.

Thomas J. McLaughlin, 52 Cambridge Street—Union School.

Andrew J. Dunn, 21 Buswell Street, Patrick Fitzpatrick, 38 Trenton Street—High School.

Patrick Murley, 283 Elm Street, Michael J. Clark, 79 Concord Street—Oliver School.

Michael J. Hayes, 240 Lawrence Street—Washington School, Arlington School.

Waldo H. Lesure, 5 Home Street—John R. Rollins School.

Patrick Moran, 125 Essex Street—Prospect Street School, Storrow School.

John Haggerty, 194 Park Street—John K. Tarbox School.

Michael McCarthy, 55 Osgood Street—Manual Training School.

Daniel J. Donovan, 222 Salem Street—Emily G. Wetherbee School.

M. F. Donovan, 446 Andover Street—Daniel Saunders School, Daniel Saunders School Annex.

William M. Summers, 120 Amesbury Street—Cross Street School, Franklin School.

William S. Ford, 32 Olive Avenue—Alexander B. Bruce School.

Martin Redmond, 238 Oak Street—Amesbury Street School, Oak Street School.

## CALENDAR.

The first term of the present school year began Wednesday, September 5, and continued sixteen weeks, ending Friday, December 2.

The second term will begin January 2, 1907, and continue eight weeks, ending Friday, February 2, 1907.

The third term will begin Monday, March 4, and continue eight weeks, ending Friday, April 26.

The fourth term will begin Monday, May 6, and continue eight weeks, ending Thursday, June 27.

The first term of the next school year will begin Wednesday, September 4, 1907, and continue sixteen weeks, ending Friday, December 20th, 1907.

### HOLIDAYS.

New Year's Day, Washington's Birthday, Good Friday, Nineteenth of April, Memorial Day, the day of the Convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs May 1, and the period in summer from June 27 to September 4.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday, from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M., and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M., and 1 P. M. or at 6.30 P. M., indicate that the sessions of the schools immediately following the signal will be omitted.

## SCHOOL COMMITTEE

### FOR 1907.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JOHN P. KANE, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,	<i>Secretary</i>

### M E M B E R S .

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1908
	HUGO E. DICK, Tel. 622-2. 126 Newbury Street.	1908
<i>Ward 2.</i>	WILLIAM H. HANRAHAN, Tel. 236-4. 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
<i>Ward 3.</i>	JOHN BREEN, Tel. 241-3, 369 Oak Street.	1907
	JOHN A. KENNEDY, 293 Elm Street.	1907
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268. 182 Hampshire Street.	1907
	J. J. McAVOY, Tel. 959. 57 Cross Street.	1907
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Avenue.	1909
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 792-2. 183 Parker Street.	1909
	PHILLIP A. McCARTHY, Tel. 532, 55 Osgood Street.	1909



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## Standing Committees.

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ADVISORY AND AUDITING—Messrs. Breen, Hyde and Sullivan.

HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Hyde, Sullivan, Dick, McAvoy and Scanlon.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, McAvoy, Beil and Hanrahan.

TEXT-BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Dick, McCarthy, Kennedy and Scanlon.

SCHOOLHOUSES AND SANITATION—Messrs. McAvoy, McCarthy, Hyde, Kennedy, Beil and Scanlon.

RULES—Messrs. Scanlon, Sullivan, Dick and Mahoney.

SALARIES—Messrs. Hendry, Breen and McCarthy.

SPECIAL SUBJECTS—Messrs. Kennedy, Mahoney, Beil, Hanrahan, Hendry and Sullivan.

SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. McCarthy, McAvoy, Breen, Hyde and Hanrahan.

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## Middle and Primary Schools.

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Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Dick and Beil.

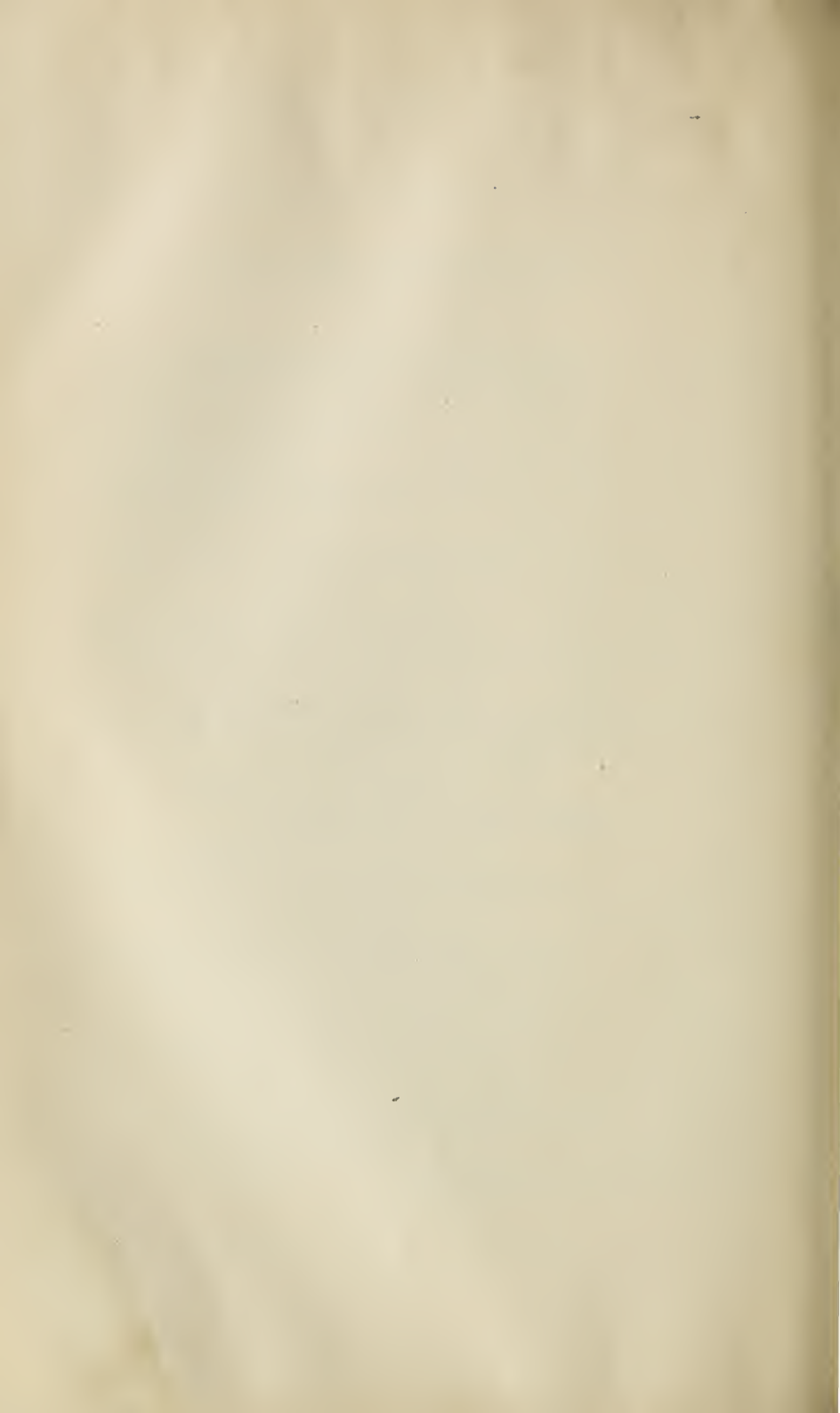
Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Hanrahan and Scanlon.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and Dr. McAvoy.

Lowell Street, Essex, Riverside, Alexander B. Bruce and Warren Street Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee Schools—Messrs. Sullivan and McCarthy.



SIXTY - FIRST  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE  
MASSACHUSETTS



1907

MORRISON BROTHERS, PRINTERS



239 ESSEX STREET, LAWRENCE

# SCHOOL COMMITTEE

FOR 1907.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JOHN P. KANE, Mayor,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,	<i>Secretary</i>

## M E M B E R S .

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11. 151 East Haverhill Street.	1908
	HUGO E. DICK, Tel. 622-2. 126 Newbury Street.	1908
<i>Ward 2.</i>	WILLIAM H. HANRAHAN, Tel. 236-4. 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
<i>Ward 3.</i>	JOHN BREEN, Tel. 1220. 369 Oak Street.	1907
	JOHN A. KENNEDY, Tel. 214. 293 Elm Street.	1907
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268. 182 Hampshire Street.	1907
	J. J. McAVOY, Tel. 959. 57 Cross Street.	1907
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Avenue.	1909
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 2063. 183 Parker Street.	1909
	PHILIP A. McCARTHY, Tel. 892-4. 55 Osgood Street.	1909

## *STANDING COMMITTEES.*

ADVISORY AND AUDITING—Messrs. Breen, Hyde and Sullivan.

HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Hyde, Sullivan, Dick, McAvoy and Scanlon.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, McAvoy, Beil and Hanrahan.

EVENING SCHOOLS—Messrs. Sullivan, Hendry, Kennedy, McAvoy, Beil and Hanrahan.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Dick, McCarthy, Kennedy and Scanlon.

JANITORS, SCHOOLHOUSES AND SANITATION—Messrs. McAvoy, McCarthy, Hyde, Kennedy, Beil and Scanlon.

RULES—Messrs. Scanlon, Sullivan, Dick and Mahoney.

SALARIES—Messrs. Hendry, Breen and McCarthy.

SPECIAL SUBJECTS—Messrs. Kennedy, Mahoney, Beil, Hanrahan, Hendry and Sullivan.

SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. McCarthy, McAvoy, Breen, Hyde and Hanrahan.

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## *MIDDLE AND PRIMARY SCHOOLS.*

Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Dick and Beil.

Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Hanrahan and Scanlon.

Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—Messrs. Mahoney and McAvoy.

Lowell Street, Essex, Riverside, Alexander B. Bruce and Warren Street Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Weteerbee Schools—Messrs. Sullivan and McCarthy.

NOTE—At the regular meeting of the School Committee held December 26, 1907, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.



# SUPERINTENDENT'S REPORT

*To the School Committee of Lawrence.*

GENTLEMEN:

The report for the year 1907, which is herewith submitted, forms the sixty-first in the series of annual reports of this department, and is the fourth which your present Superintendent has had the honor to present.

In the following statistics are summarized salient facts relative to the growth and expense of the schools for the past year in comparison with the previous year and other years.

## SUMMARY.

### I.—CENSUS.

State Census, 1905.....	70,000
Special Census, 1907.....	76,616
Children between 5 and 15, October, 1906.....	12,841
Children between 5 and 15, October, 1907.....	13,200
Increase.....	359

### II—BUILDINGS.

	1906	1907	Inc.
No. of school Buildings	31	31	0
No. of class rooms	202	202	0
Valuation of land and buildings	\$1,150,175	\$1,150,175	0

### III—TEACHERS.

	1906	1907	Inc.
In High School	24	26	2
In Grammar Schools	103	107	4
In Primary and Mixed Schools	131	132	1
Total in elementary schools	234	239	5
Special teachers	9	10	1
Total	267	275	8
Evening school teachers	76	83	7

## IV—ATTENDANCE.

	1906	1907	Increase
Total enrollment	9,762	10,461.	699
Average no. belonging	7,951	8,129.31	178.31
Average attendance	7,442	7,530.85	88.85
Per cent. attendance	93.5	92.7	—.8
High School graduates	75	89.	14
Grammar School graduates	289	339.	50

## V—ATTENDANCE IN DECEMBER.

	1906	1907	Inc.
Whole number	8,304	8,326	22
In High School	581	621	40
In elementary schools	7,723	7,705	—18
In first grade	1,315	1,469	154
In second grade	1,155	1,038	—116
In third grade	1,118	1,074	—44
In fourth grade	1,148	1,046	—42
In fifth grade	978	994	16
In sixth grade	804	810	6
In seventh grade	642	668	22
In eighth grade	446	450	4
Ungraded	117	155	38

## VI—EVENING SCHOOL ENROLLMENT.

	1906	1907	Inc.
High School—regular	158	226	68
High School—preparatory	127	172	45
Elementary schools	1,357	1,602	265
Drawing school	45	66	21

## FINANCIAL STATEMENT.

## RECEIPTS.

Appropriation.....	\$176,000.00
From tuition and sale of books.....	88.06
Donation, Woman's Club, Travellers' Club and White Fund (Vacation schools) .....	243.29
Overdraft.....	75,484.87
	<hr/>
	\$251,816.22

## EXPENDITURES.

Salaries of Teachers.....	\$188,305.99
Salaries of Janitors.....	18,758.05
Salaries of Officers.....	7,046.01
Text Books.....	5,371.88
Supplies .....	7,438.17
Light and power.....	2,653.22
Fuel.....	16,902.79
Miscellaneous .....	5,340.11
	<hr/>
	\$251,816.22

## COMPARATIVE STATEMENT OF EXPENDITURES FOR 1906 AND 1907.

	1906	1907	Increase	Decrease
Salaries of Teachers.....	\$174,831.10	\$188,305.99	\$13,474.89	
Salaries of janitors.....	17,573.25	18,758.05	1,184.80	
Salaries of officers.....	6,735.00	7,046.01	311.01	
Text books.....	6,180.62	5,371.88		\$808.74
Pupils', teachers' and janitors' supplies.....	7,194.25	7,438.17	243.92	
Light and power.....	1,805.80	2,653.22	847.42	
Fuel.....	11,746.10	16,902.79	5,156.69	
Printing.....	1,307.32	1,115.71		191.61
Rent.....	400.00	1,200.00	800.00	
Telephones.....	74.02	281.95	207.93	
Miscellaneous.....	1,554.15	2,742.45	1,188.30	
Totals,.....	\$229,401.61	\$251,816.22	\$23,414.96	\$1000.35

### MISCELLANEOUS.

	1906	1907	Increase
Per capita cost of instruction.....	\$ 28.36	\$ 30.97	\$ 2.61
Valuation of city.....	51,044,934.00	54,246,294.00	3,201,360.00
Expenditures for School Buildings :			
—Repairs.....	19,932.44	19,288.57	--643.87
—Interest and redemption of school bonds.....	38,536.00	37,600.00	--936.00
Total expenditures for schools.....	287,870.05	308,696.79	20,826.74
Number of dollars spent for <i>maintenance</i> of schools out of every \$1000 of valuation.....	4.49	4.64	.15
Number of dollars spent for <i>all</i> school purposes out of every \$1000 valuation.....	5.63	5.87	.24

**Cost of the Schools.** Last year I devoted these pages to a somewhat exhaustive examination of the expenditures of this department, adducing numerous comparisons with other Massachusetts cities with respect both to the growth and extension of our own school system during the preceding decade, and the largely increased expenditure of money which these called for.

I assume that the exhibit of facts and figures therein assembled has since received from the individual members of the Board the careful study which I believed it to deserve, and that, therefore, there is no reason for dwelling upon the topic this year longer than to make such comment as customarily follows, in these reports, the table of expenditures.

*The Year's Expenditures.* It cost the City of Lawrence \$252,816.22 to maintain its public schools during 1907. This amount does not include the cost of repairs on school buildings, nor the interest charged on outstanding schoolhouse loans. These latter amounts have been printed in the summary, as showing the total amount of money expended for all school purposes, but with them the School Committee has nothing to do. The cost of maintenance alone for 1907 exceeded the expenditure of the previous year by \$22,414.61.

*Cost of Instruction.* The principal item in all school expenditures is the sum spent for the salaries of teachers. It constitutes in Lawrence three-fourths of the total expenditure. The teachers' payroll for 1907 amounted to \$188,305.99, an increase of \$13,474.89 over last year and an increase of nearly \$27,000 over 1905. A small part of this increase is due to the slight addition to the teaching force, and to the natural increases of salaries that went into operation during the early part of the year under the operation of the old schedule of salaries. The great bulk of the increase, however, results from the heavy increases of salary which have been paid during the last four months, or two-fifths of the year, in accordance with the new salary schedule adopted in the month of March.

The very marked increase is seen in the following comparison of the day teachers' payrolls for the last four months of 1906 with those of 1907.

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	1906	1907
September.....	\$16,424.00	\$19,029.75
October.....	16,481.99	19,149.26
November.....	16,521.00	19,172.00
December.....	16,489.00	19,263.25
	<hr/>	<hr/>
	\$65,915.99	\$76,614.26
Increase over corresponding months of 1906.....		\$10,697.27

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*Fuel and Care.* The cost of the fuel delivered to the schools since Jan. 1st, 1907, has been \$16,902.79. Last year it was only \$11,764.10. The reason for the relatively small amount of the coal bill for 1906, I was careful to explain in my report for last year. For some reason the contractor had delivered only a portion of the order up to Jan. 1, 1907, and of course had been paid only for the amount delivered before that date. So that by reason of these delayed deliveries the sum of about \$3,650, which really belonged to the 1906 account, had to be added to that of the present year. In no year does the cost of fuel tally with the consumption. A large part of the coal which is paid for one year is consumed during the following year. It is the one large item of expense which cannot be rendered exactly in these reports. It may be added also that it is also the one item of school department expenditure in the contracting for which the School Committee have no voice, the deliveries of which they cannot regulate, and the receipts of which they have no means of verifying. This has never seemed to me like sound business practice.

The readjustment of the salaries of janitors, which went into effect September first, resulted in increases for most of the men, a total of about \$200 a month. This, with extra payment for assistance now and then, the increase of one man's



salary early in the year, and the employment of an additional night school janitor accounts for the increased cost of the service this year.

*Books and Supplies.* These are the chief items of expenditure over which the superintendent, acting under general authority of the Committee on Supplies, has any measure of control. The cost of teachers', pupils' and janitors' supplies has this year been only \$243.95 greater than last year, (an increase of but three cents for each pupil) while the cost of books has been \$807.74 less. The following table shows at a glance the expenditures for books and supplies during the past five years. When it is considered how greatly the cost of all materials has increased during the past few years, and how much more elaborate the outfit of the modern school has grown to be, the slight ratio of increase in the cost of these items, from year to year, is proof that the greatest possible economy is exercised by the office in the purchase and distribution of books and supplies. Under the new system of department accounts, described in another chapter of the report, it will be possible hereafter to publish an annual statement of the exact cost of the books and supplies delivered to each of the thirty-one schools.

Year	Av. No. of Pupils	Expended for Text Books	Cost per Pupil	Expended for Supplies	Cost per Pupil	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	\$1.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58

*Light and Power.* It has been the custom for years to include the expense of light and power in the cost of supplies. This has now become so large an item by reason of the use of gas and electric motors in the ventilating systems of the modern buildings, and the immense growth of our evening school

system, that it should be separated. It has no more right to be included under the head of school supplies than either heat or rent. The following table shows the cost of these items for several years :

1903	1904	1905	1906	1907
\$2,181.37	\$2,009.13	\$2,042.15	\$1,805.80	\$2,653.22

About \$300 of the excess of the present year cost over last year occurs in the bills since October. At that time, owing to the large registration in the evening schools, it was found necessary to furnish and light several new class-rooms in the Old High School building and to equip and light new quarters for the evening drawing school. This year for the first time every class room in the high school is used for evening school purpose. Another \$300 is referable to the increased cost of motors at the Hood and Tarbox Schools. Far greater care than formerly is exercised in the use of this costly commodity. Reference to the table shows that relatively much larger sums were spent for lighting four and five years ago.

*Miscellaneous.* Under this head are included the various other contingent expenses of the department. The chief items this year are:

Rent, St. Patrick's School.....	\$1,200.00
Printing .....	1,115.71
Telephones .....	281.95
Superintendent's Team.....	200.00
Refurnishing Committee Rooms.....	558.82
New System of Accounts.....	246.81
Cost of School Census.....	529.50
Graduation Expense.....	398.73
Express, Freight and Cartage.....	294.22
Unclassified.....	496.37
	<hr/>
	\$5,340.11

*Apportionment of Expenditure.* The following table shows how the total expenditure has been apportioned among the various items in the budget :

Expended for Teacher's Salaries...	75.	per cent
Fuel and Care.....	14.1	" "
Books and Supplies.....	6.1	" "
Officers' Salaries .....	2.8	" "
Miscellaneous .....	2.	" "

*Per Capita Cost of these Items for Five Years.* The only true way to determine the cost of the schools from one year to another, is to ascertain how much was spent upon each pupil in the average membership. The following table shows that in an interesting manner :

	1902	1903	1904	1905	1906	1907
Teaching .....	\$20.29	\$21.00	\$21.39	\$20.29	\$21.64	\$23.16
Fuel and Care.....	3.10	5.33	4.37	3.97	3.62	4.39
Books and Supplies	1.69	1.44	1.43	1.58	1.65	1.58
Light and Power...	.25	.29	.26	.25	.22	.30
Officers Salaries...	.70	.70	.80	.77	.83	.87
Miscellaneous .....	.40	.48	.49	.43	.40	.67
Total .....	\$26.43	\$29.24	\$28.74	\$27.29	\$28.36	\$30.97

*Relation of High Cost of Instruction to Small Classes.* Last year I called your attention to the fact that the average number of pupils per teacher in the elementary schools was 35.2, while the average number of pupils in most of the cities of Massachusetts was about forty, and I offered this as one of the reasons for the relatively high per capita cost of the Lawrence schools. This year the ratio of pupils to teachers is 33.4, a decrease of one pupil per teacher.

The number of pupils in each elementary class room on Dec. 13th was as follows. The figures of last year are given for comparison.

1906		1907		1906		1907	
No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.
		1	15	8	44	8	44
2	20			8	45	3	45
		1	22	3	46	3	46
1	24	1	24	3	47	4	47
1	25	2	25	3	48	1	48
1	26	3	26			5	49*
3	27	5	27	2	50*	2	50
4	28	3	28	1	51		
6	29	7	29	1	52*	3	52*
8	30	7	30	1	53*	5	53*
6	31	8	31			2	54*
8	32	11	32	1	55*		
8	33	13	33			1	56*
11	34	15	34			3	57*
11	35	8	35			2	59*
14	36	12	36	1	60*		
11	37	10	37	2	61*		
11	38	8	38			1	64*
8	39	9	39	1	65*		
13	40	8	40			1	67*
9	41	6	41			1	68*
12	42	8	42	1	69*		
9	43	6	43			1	70*

\*Two teachers.

The above figures show the situation with respect to small classes to be almost exactly identical with that of last year. The rooms are actually smaller, there being one pupil less per teacher than last year.

## 1906

## 1907

26 rooms had 30 or less.

30 rooms have 30 or less.

101 rooms had more than 30 and less than 41.

102 rooms have more than 30 and less than 41.

39 rooms, taught by one teacher, had more than 40 pupils.

41 rooms, taught by one teacher, have more than 40 pupils.

There is opportunity to economize in this direction without in any way affecting the efficiency of the teachers' work. Lawrence cannot yet afford to have such small classes.

*Some Pertinent Comparisons.* Because the amount of money nowadays spent annually for school maintenance has reached large figures, and is everywhere by far the largest item in the list of municipal expenditures, some superficial people have been led to believe that the increase of expenditures in the school department has been very much greater than in the other departments. There is every reason why these should have increased faster than any other, but let us see if that is a fact. Mr. George H. Martin, the secretary of the State Board of Education, who has a telling way of dealing with facts in the history of the public school system of Massachusetts, had this to say in his chapter on "What the City Owes to Its Boys," published in his report for 1905-6:

"I have the story of one Massachusetts city. In fifty years its population has increased 390 per cent. Its property valuation has increased 565 per cent. Its total municipal expenditure has increased 2,577 per cent. Its expenditure for fire protection has increased 1,923 per cent.; for streets, 2,351 per cent.; for police protection, 11,023 per cent., and for schools, 1,084 per cent.

"I have the average increase of department expenditures in the six largest cities in Massachusetts outside of Boston. They are as follows:

	Per Cent.
Average increase in population.....	429
Average increase in expenditure for fire protection.....	1,711
Average increase in expenditures for streets.....	2,317
Average increase in expenditures for police protection..	3,656
Average increase in expenditures for schools.....	1,535

This increase in expenditure for police does not include the great expense of the courts and of the penal and reformatory institutions."

A study of the increase in municipal expenditure of our own city in the last twenty-five years (a period of fifty years would be sure to put the other departments to worse disadvan-

tage in the comparison) reveals the following interesting story. The comparison is made between 1880 and 1895, because the auditor's figures for 1906 are not available at the time of the preparation of this report.

INCREASE OF MUNICIPAL EXPENDITURES IN 25 YEARS.

	Population	Valuation	Tax Rate
1880	39,178	\$24,142,724	\$16.80
1905	70,000	46,235,468	16.80

Department	Expended 1880	Expended 1905	Per Cent. Increase in 25 Years.
Health	\$10,844.84	\$46,628.36	302 per cent.
Fire	23,326.75	74,539.96	201 per cent.
Police	24,579.23	73,041.51	197 per cent.
Lighting	6,107.61	49,379.86	708 per cent.
Streets	75,455.66	136,623.40	81 per cent.
Schools	71,465.89	216,952.07	203 per cent.

This table shows that in spite of the great demands made upon it in the past twenty-five years, it has not increased the ratio of expenses beyond reasonable limits, but still maintains a very modest place as an average department.

If, again, any citizen should say that the school department is growing to absorb an altogether too large a share of the city's revenues, I recommend that he ponder over the table which follows. For it I am indebted to the excellent report of the "Bureau of Commerce and Labor" for 1905, just published. The cities included in the report are Lawrence, the ten larger and the nine next smaller, according to the last national census. It will there be seen that but three of the twenty cities in the list spend upon their schools a smaller proportion of the total expenditure. As much cannot be said for most of our other departments. These cities cover a wide range of country and a wide variety of municipal conditions. It cannot be said that the table was made to order,



## CITIES HAVING A POPULATION OF 50,000 TO 100,000 IN 1905.

CITY.	I.— General Govern- ment.	II.—PROTECTION OF LIFE AND PROPERTY.			III.—HEALTH CON- SERVATION AND SANITATION.		IV.— High- ways.	V.— Char- ities and correc- tions.	VI.—EDUCATION.		VII.— Recrea- tion.	VIII.— Interest.	IX.— Miscella- neous.
		Police depart- ment.	Fire depart- ment.	All other.	Health conser- vation.	Sanita- tion.			Schools	Libra- ries, art galleries and mu- seums.			
Trenton, N. J.	6.2	11.4	10.1	0.4	1.2	6.4	11.5	2.9	30.9	1.4	2.0	14.7	9.9
Wilmington, Del.	6.7	13.9	7.8	1.2	1.2	3.5	12.3	0.2	32.1	1.5	2.3	11.6	0.7
Camden, N. J.	6.5	12.2	12.6	0.3	1.1	3.9	13.3	1.1	36.7	0.9	0.9	9.4	1.0
Bridgeport, Conn.	8.1	8.9	12.6	0.2	0.5	7.5	13.3	7.4	26.5	1.3	2.5	6.8	1.3
Lynn, Mass.	5.9	9.4	9.9	2.1	2.1	6.8	12.6	8.5	25.4	0.8	3.6	10.1	1.7
Troy, N. Y.	11.3	11.5	9.6	0.9	1.3	13.6	3.0	12.1	26.4	0.3	1.0	6.9	2.1
Des Moines, Iowa	4.9	7.8	15.3	0.5	0.8	4.8	11.0	0.1	40.5	1.4	5.3	7.0	0.8
N. Bedford, Mass.	6.5	11.5	8.3	0.6	1.1	6.7	13.4	10.2	25.5	1.4	2.0	11.5	1.3
Springfield, Mass.	7.3	7.3	11.5	0.2	0.9	8.3	16.7	4.8	32.7	3.2	3.1	4.5	0.3
Oakland, Cal.	8.6	9.4	12.8	1.6	1.1	7.5	14.8	0.4	35.1	2.1	2.0	4.4	0.1
Lawrence, Mass.	7.8	3.8	9.2	0.3	1.0	6.6	13.1	9.9	26.2	2.0	1.9	7.1	1.1
Somerville, Mass.	5.5	7.6	7.1	1.3	0.7	7.2	16.2	0.6	31.9	2.3	2.6	10.7	0.1
Kansas City, Kan.	5.4	9.3	12.5	0.2	1.7	2.5	13.0	0.6	26.7	0.9	0.3	23.9	3.0
Savannah, Ga.	8.7	16.3	14.1	0.7	3.7	13.5	16.7	4.6	.....	0.5	1.8	18.5	0.7
Hoboken, N. J.	7.1	18.1	13.2	0.5	1.0	5.3	4.4	2.7	32.3	1.5	2.0	10.3	1.6
Peoria, Ill.	6.3	9.9	16.8	1.1	1.5	5.2	12.9	1.9	28.7	2.0	4.8	7.7	1.3
Duluth, Minn.	6.6	6.5	16.0	0.9	1.4	2.3	14.9	0.4	30.3	1.0	1.4	17.3	1.0
Utica, N. Y.	9.0	6.5	10.2	0.7	0.8	12.0	14.1	4.6	29.9	1.6	1.6	6.1	3.5
Manchester, N. H.	7.3	8.9	17.2	0.4	1.3	6.6	21.2	3.7	26.1	1.3	1.7	4.3	0.1
Evansville, Ind.	6.8	10.1	13.3	0.2	0.7	3.7	10.7	0.8	33.2	.....	0.5	14.8	0.2

**The Year's Progress.** The year has been one of substantial progress in many ways. An unusual amount of work has been done by the committee. Some measure of its activity is indicated by the fact that in addition to the eleven regular meetings, five special meetings of the full board were held during the year, while sub-committees were in almost weekly session for the purpose of preliminary investigation and discussion of matters before the board.

As a result, the year is to be credited with legislation of a character that marks a distinct advance in the administrative policy of the board.

*Higher Wages for Teachers.* Last year your superintendent, as a member of the Massachusetts Council of Education, was assigned to the investigation of salary conditions throughout the State, with special reference to the grade teachers. It was found at that time that out of 100 representative towns and cities (not including Boston), representing 75 per cent. of the number of women teachers, 39 were found to be paying a minimum of less than \$300, 28 (including some dozen cities), paying \$500, and only 13 paying a minimum as large as \$500. At the other end of the schedule twenty-eight were found paying a maximum of less than \$500, fourteen were paying \$500, thirteen \$550, sixteen \$600, four \$625, thirteen \$650, three \$700. In many of the cities these higher maximum figures (\$600, \$625, \$650, \$700), were found to be paid only to teachers in the higher grammar grades. In summarizing his report to Secretary Martin, your superintendent wrote:

"Enough has been shown to warrant the conclusion that the minimum salary is almost everywhere too low to attract to the profession the right kind of material; that the increases are, as a rule, too small and too slow, and stop too soon to keep the ablest teachers from leaving it. But there is much encouragement in the fact that this view is finding recognition in so many towns and cities, and is bearing fruit in the movement for and the adoption of higher salary schedules in the more progressive communities. The teachers' claims are indisputable; but they should be pressed everywhere with dignity and moderation, without resort to clap-trap, with no taint of unprofessional me-

thods and with faith in the justice and generosity of the people when they understand.'"

This movement, so prominent everywhere throughout the country, took in Lawrence the form of petitions, first from the principals and teachers of the elementary schools, asking that a schedule of salaries be adopted more consistent with modern professional demands and more in keeping with the greatly increased cost of living. After a month's investigation and discussion by the special committee to which it was referred, a revised schedule was presented to the committee and unanimously adopted by it, to become operative in September of this year. Under this new schedule the minimum salary was raised from \$400 to \$450, and the maximum from \$550 to \$700, after ten years of service. The salaries of grammar masters' assistants and principals of primary schools were proportionally increased.

In consideration of the fact that Lawrence has had for years an abundance of candidates from which to recruit her teaching corps, without resort to the open market where competition puts a premium upon the price of good teachers, this action of the committee, involving, as it was shown, an annual increase the first year of over \$25,000 in the teachers' payroll, was nothing short of generous. The further fact that the movement for higher wages for teachers had the endorsement of the whole community speaks volumes for the high esteem in which the teacher's service is regarded by the people. The teachers should now, in turn, show that they are worthy members of a profession which holds such a high place in the respect and confidence of enlightened communities everywhere.

The generosity of Lawrence toward the grade teachers in this matter is even better appreciated when it is known that no other city in the Commonwealth, except the city of Boston, pays a higher maximum salary accessible to all grade teachers. How she ranks in this respect with other cities generally throughout the country may be seen in the following table, revised to November of this year, for which I am indebted to the superintendent of the Worcester schools:

**SALARIES OF GRADE TEACHERS IN CITIES HAVING FROM  
50,000 TO 100,000 POPULATION.**

CITIES.	POP.	MIN.	MAX.
Albany	98,370	\$400	\$600-700
Bridgeport	85,000	450	550-750
Cambridge	97,434	450	700
Camden	83,383	500	800-850
Charleston	65,000	405 (9 mos)	540 (9 mos)
Dallas	85,000	495	720 "
Des Moines	75,626	450	800
Duluth	64,942	500	750
Elizabeth	60,509	\$450-600-700	700-750-800
Erie	65,000	400	700
Evansville, Ind.	59,500	450	650
Fort Wayne	57,000	482.50	700
Grand Rapids	95,718	400	750
Harrisburg	85,000	500	700-750
Hoboken	65,468	600	1000
Houston	75,000	405 (9 mos)	720 (9 mos)
Kansas City, Kan.	67,614	400	750
Lawrence	70,050	450	700
Lowell	94,889	650	700
Lynn	77,042	350	650
Manchester	60,000	350	600-625
New Bedford	74,362	500	650-675-750
Oakland	67,000	780	1200
Peoria	80,000	450	750-780
Portland, Me.	60,000	400	500
Reading	95,000	400	500-650
Salt Lake City	54,000	450	825
San Antonio	70,000	408	768
Savannah	70,000	450	725
Schenectady	58,387	450	650-700
Somerville	69,272	400	700
Springfield, Ill.	60,000	350	700
Springfield, Mass.	73,540	400	600
Tacoma	75,000	510	900

SALARIES OF GRADE TEACHERS IN CITIES HAVING FROM  
50,000 TO 100,000 POPULATION.—*Continued.*

CITIES.	POP.	MIN.	MAX.
Trenton	84,180	400	600
Troy	76,861	400	600
Utica	62,935	400	550-600
Wilkesbarre	52,000	400	650
Wilmington	85,000	350	800
Yonkers	61,707	600	1000

NOTE—Where two salaries are given under the head of “maximum,” it means that in such cities there is a higher maximum salaries for teachers in the upper grades.

Next in order the salary schedule for women teachers in the High School was revised by the committee. The new schedule fixes the minimum salary for such teachers at \$600 (formerly \$500) and the maximum at \$1,000 (formerly \$900). Late in the year, a petition for a revision of the salary schedule for men in the High School was denied, not because reason and fairness were wanting to their request, but, presumably, because the board had at that time come to the conclusion that for the present year it had already reached, if indeed it had not passed, the limit of reasonable expenditure for the item of instruction. With respect to their request, I can only repeat what I wrote in my report of last year regarding the case of the grammar masters, that if the consideration of increased professional demands and much higher cost of living has been strong enough to cause the committee to raise the salaries of the women teachers in our schools, it is only fair to suggest that those who are working for higher salaries because of greater responsibility by no means enjoy exemption from these same high professional



demands and this same increased cost of living. On the contrary, these conditions affect them to a greater degree than those who earn less money in subordinate positions. Their cause is no less just, because they are few in number, and because they are few in number, the additional cost of higher wages to them would be comparatively slight. I see no reason why they should not be shown the same consideration as has already been extended to the other ninety-five per cent. of the teachers of the city.

*Tenure of Office.*—For more than twenty years school committees have had the right to apply the principle of tenure of office to all teachers after a service of one year. While only a small proportion of teachers in the State (outside of the city of Boston) has yet been formally placed under the protection of this law, it is probable that a far larger number of teachers at present enjoy all the security which the law is designed to give them. That, at least, has been the case in Lawrence. For many years the teachers have had virtually all the privileges of tenure of office. Their re-election each successive June has been of the most formal character. Teachers have not for years been re-elected singly or by name. It is probably much the same way in other places where the rule has not been formally adopted.

This year, however, Lawrence has registered its formal acceptance of the tenure of office act by incorporating in its rules governing the election of teachers, the following provision:

“Any teacher having taught three consecutive years in the schools of the city, if recommended by the superintendent, may be, by a majority vote of the whole board, elected to serve during the pleasure of the board. Any teacher so elected shall be known as a teacher on the permanent list.”

“All regularly elected teachers in the service of the city at the time of the adoption of this rule, shall be enrolled upon the permanent list.” (Chap. V, Sec. 1. Adopted March 14, 1907).”

By adopting this rule the committee has abandoned no part of its prerogatives. It can exercise its power of summary dis-



missal just as fully as ever, if occasion calls. Yet its action has given dignity to the whole teaching service, and has placed our city among those where progressive policies prevail in the administration of the schools.

*Revision of Rules and Regulations.*—The adoption of tenure of office for teachers, above described, represents but one of the many progressive ideas embodied in the new rules and regulations of the board. No revision of the rules had been attempted since 1894, and that edition had for some years been out of print. The drafting of a new body of rules and regulations, designed to be as complete as possible in every detail, was undertaken by the committee on rules early in 1906, and the final chapter of its report received the approval of the board in June of the present year.

A work of such magnitude and of such permanent usefulness deserves to be recorded among the achievements of the year.

*Revision of the Janitor Schedule.*—Another very important piece of constructive work, accomplished during the year, was the establishment of a new salary schedule for school janitors, computed upon a basis of carefully measured units of work, in accord with modern practice in large cities. There was no system, nor pretence of system, in the old schedule. It really was not a schedule at all, but a list of individual salaries, separately fixed from year to year as the school system grew and new positions were created.

The new schedule establishes every janitor's compensation in direct proportion to the work he is required to do. In computing the amount of work to be done at each school, the formula so successfully employed for this purpose in the Boston schools was adopted by the committee. This formula based the total compensation of janitors upon the five chief factors of their work, viz: cleaning, heating, ventilation and care, washing of windows, care of yards and sidewalks, care of lawns. The appended table, printed here for future reference shows the measurements of the different Lawrence buildings with respect to the foregoing factors. The payment of each item was reckoned according to the Boston system of computation, though at a considerably smaller rate than that afforded there.

SUPERINTENDENT'S REPORT.

School	Heat- ing	Floor Area SQ. FT.	Yard and Sidewalk Area SQ. FT.	Window Area SQ. FT.	Lawn Area SQ. FT.	Weekly Wage based on these Five Factors	Weekly Wage Fixed at	Former Wage	Increase
Harrington	B	6,134	4,144	740		\$13.56 }	\$14.00	\$14.00	
Newbury	B	5,083	5,488	485		15.50 }	15.00	14.00	\$1.00
Walton	B	5,664	5,149	556		14.652 }			
Storror	B	10,556	14,652	1,478			16.00 and		
Hood	A	43,314	20,453	5,710	12,512	Special Case }	15.00		
Prospect	B	6,823	5,796	750		Two Men }	15.50	15.00	.50
Hampshire	B	6,994	7,484	776		15.50 }	15.50	15.00	
Park	B	14,864	23,821	1,804		15.50 }	15.50	15.00	.50
Essex	B	12,562	16,784	1,907		15.50 }	15.50	15.00	
Riverside	B	7,177	17,460	846		13.56 }	14.00	13.00	1.00
Lowell	B	6,603	10,242	753		17.44 }	18.00	17.00	1.00
Warren	B	6,235	19,032	872		17.44 }	18.00	17.00	1.00
Packard	B	17,084	30,858	1,856	7,103	17.44 }	18.00	17.00	1.00
" Annex	B	5,217	15,582	1,004		17.44 }	18.00	17.00	1.00
Washington	B	11,167	10,844	1,717		13.56 }	14.00	13.50	.50
Arlington	B	13,392	34,323	2,190		15.50 }	15.00	14.00	4.00
Cross	B	6,026	7,865	724		15.50 }	15.00	13.00	2.50
Franklin	B	6,999	6,518	720		7.75 }	12.00	12.00	
Amesbury	B	7,832	10,214	827		Special Case, 3 Men }	18.18, 15	15.00	5.00
Oak	B	12,104	13,657	1,550		19.38 }	20.00	17.00	5.00
Union	C	8,632	19,050	945		25.20 }	22.00		
High	A	74,259	16,705	10,991	11,118				
Oliver	B	27,973	8,928	3,076	4,292				
Bruce	A	42,085	27,199	4,807	16,007				
Rollins	A	25,754	24,497	4,076	8,968	\$17.44	\$18.00	\$13.00	\$5.00
Tarbox	A	32,780	18,161	3,871	29,572	21.32	18.00	13.00	5.00
Wetherbee	A	28,170	21,902	4,526	20,084	17.44	18.00	13.00	5.00
Saunders	B	10,228	17,155	1,159		15.50	15.00	13.00	2.00
" Annex	B	5,342	16,450	963					
Old High	B	19,060	2,437	2,437	2,633	Special case, \$10.00			
Old High Annex	B	3,472		202					

*Department Accounts.*—Your secretary became convinced, shortly after taking charge of the office, that the department did not possess a satisfactory system of accounts. While the one he found in use had always been kept with most scrupulous exactness, it was of too antiquated a pattern for the modern requirements of a municipal department as large and as important as ours, and too meagre to furnish a satisfying record of the department's expenditures. Beside the pay-roll book, which showed accurately enough the distribution of salaries, there were two other books. In one was kept a list of paid bills. In the other the amounts of these bills were classified under the several items of school expenditure to which they were chargeable. No record was kept of stock receipts and disbursements. No accounts were kept with individual schools. There was, therefore, no basis upon which to compare the cost of the different schools, and no way to discover whether all of them were administered as economically as might be possible. The actual cost, for example, of the High School, or of evening schools, or of any other particular branch of the school system, except in the single items of salaries, was at best a matter of guess work.

Early in the present year, your secretary set about to secure a system of accounts that would be adequate in every way to the present and future needs of the department and in keeping with the best modern methods of book-keeping. The elaborate systems in several cities were examined, their particular excellencies noted, and with the assistance of a well known school accountant, a relatively simple system, combining the chief excellencies of the others, and adapted to local conditions and needs, was finally drawn up, and put into operation on the first day of June of the present year. This system, besides keeping a strict account of all stock receipts and deliveries, keeps separate account with each of the thirty-one schools. The whole system is designed to assemble in a clear and comprehensive manner the hundred and one details of school expenditure, and to answer instantly almost any question relating to the financial standing of the department. The satisfaction of conducting the

business of the department in a thorough, up-to-date fashion has already been felt by those directly concerned in the work, despite the extra labor it involves; the saving to the city, which I know will result from the operation of the system, will be later apparent to you and to the public.

*Supervision of Evening Schools.*—At the September meeting of the board, an order creating the office of Supervisor of Evening Schools was approved, and on October 2nd, Mr. J. J. Mahoney, the master of the Packard grammar school, was elected to the position by the evening school committee. The creation of the position was a timely recognition of the growing importance of this branch of the public school service and of the increasing need of providing it with constant and competent direction and supervision.

The multiplication of the superintendent's duties and the heavily increased demands upon his time have made it no longer possible for him to exercise even a fraction of that personal oversight which schools of this character so painfully need.

When it is remembered that ninety per cent. of the officers and teachers of these schools have never had any training at all, and that experience, unless guided by the light of educational principles, only tends to make bad teaching worse, one will readily assent to the necessity of providing for these schools such skilful supervision, constant and systematic, as the creation of this office contemplates.

The trust which the committee has placed in the hands of Mr. Mahoney is an important one, and an exceedingly difficult one to fulfil. But he is well equipped for the work, and has entered upon it with energy and spirit. He should have the united support of the committee in every measure he advocates for the good of the service.

**Vacation Schools.**—The vacation schools have again this year demonstrated themselves to be the most popular feature of our local school system. Opened in the midst of intense summer heat, with an attendance wholly voluntary, every class



was filled within an hour of the time that registration opened, as many more were turned away disappointed, and the attendance kept up throughout the season with a regularity which the regular school with all its machinery of compulsory attendance might well envy. A great part of this popularity, of course, is due to the lively, interesting, concrete character of the curriculum. Children love to do things, and here they get a chance to do them. The rest of it is due to the fact that the teachers have been very efficient and exceedingly faithful. It is the particular branch of the service where fitness is the first consideration. It is the one occasion when the office has sought the woman, instead of the woman seeking the office—the office, in this instance, having particular reference to that of the superintendent of schools. This is largely, I suppose, because of the very low rate of compensation, the exhausting character of the work, and the fact that special training and experience in certain hand-crafts are pre-requisites to appointment. Miss Ramsay again showed herself to be a capable manager of the schools and a good judge of teachers. So long as she, or whoever may direct them, is given the choice of her assistants, the future of the schools will be as fair as the record of their past.

Special acknowledgment is again due for the continued favors of the Woman's Club and the Traveler's Club, which contributed handsomely from their treasuries to help the work along, and to Mr. Rowell and his associates in charge of the White Fund for duplicating their offer of last year to maintain, free of expense to the city, schools for the smaller children in two of the more crowded sections of the city. Following is the record of attendance and expenditures:

## ATTENDANCE.

School	Total No. Enrolled	Average No. Belonging	Avg. Daily Attendance	Per Cent. of Attendance
Oak Street	354	339.25	295	86.99
Packard	267	216.	203	93.98
Essex	165	141.5	130.2	92.01
Franklin	115	101.1	96.2	95.15
Walton	78	78.	71.7	91.92
Totals	979	875.85	796.1	91

## EXPENDITURES.

For salaries.....	\$544.00
Equipment and supplies.....	95.43
Extra cost of janitor service .....	88.50
Total.....	\$727.93

## VOLUNTARY CONTRIBUTIONS.

Woman's Club.....	\$100.00
Travelers' Club.....	10.00
White Fund (whole maintenance of Franklin and Wal- ton schools).....	133.29
Total.....	\$243.29
Net expense of schools to city.....	\$484.64
Per capita, gross.....	.85
Per capita, net.....	.55



**Evening Schools.**—The evening schools opened on Oct. 7 with the record breaking attendance of 2293, distributed as follows:

High—Regular .....	289
“     Preparatory .....	280
Oliver .....	1485
Essex .....	91
Packard .....	69
Drawing—Architectural   32	
“     Mechanical   47.....	79
<hr/>	
Total.....	2293
Increase over 1906.....	550

Because of the unprecedented registration of illiterate minors it was necessary to give over the entire Oliver school building to the men, and consequently to provide additional rooms in the old High school building for the classes of women removed from the Oliver, as well as for its own largely increased attendance of women. This was speedily accomplished by the removal of the evening drawing quarters to the new High school building (a transfer already contemplated by the committee) and the making over of these quarters into suitable classrooms. Later, it was found necessary to give accommodation to three classes of girls in the new High school building.

In the Essex and Packard schools the usual small number of pupils were enrolled. The pressure of business duties prevented Mr. Frederick C. Wainwright, for many years the capable manager of the Essex school, from continuing his work in the school, and Mr. Wendell P. Brown, the master of the Alexander B. Bruce school, was elected in his stead.

The evening High School is enjoying one of the most prosperous years in its history. The course of study has been broadened and strengthened by the introduction of commercial branches, taught by skilful and experienced teachers, which pupils may pursue in conjunction with a required amount of

academic work during the three years of the course. This department is under the direction of Mr. Daniel A. Norton, a practical book-keeper, and Miss Anna T. Mulholland, the regular High School instructor in typewriting and stenography. Its attractiveness is attested by the fact that there are 166 students enrolled in these courses.

The evening Drawing School, which had almost reached the vanishing point last year, has apparently come back into favor. The classes are well-filled and well-taught. The men come and come regularly. In the hands of Mr. Scribner and Mr. Fulkerson, two veteran instructors, this evening drawing school should take on a new lease of life, full of possibilities for greater usefulness.

Best of all, there has been real progress in the schools for illiterates. One may venture at last to speak hopefully of their future. In every report which I have written I have plainly exposed the weakness of these schools and pointed out the remedy. It took no expert to diagnose the one or to prescribe the other. Two years ago the evening school committee put an end to the folly of appointing to places in these schools persons who knew nothing about teaching, and whose only interest in it was derived from their desire to supplement meagre incomes. But it was soon demonstrated that the Normal School students, who were numerously appointed in their stead, were, most of them, by reason of their extreme youth and utter inexperience, little, if any, improvement on their predecessors. These have now been declared by a rule of the board to be ineligible.

The next step, the employment of day teachers for the work—a policy repeatedly advocated in my reports—was inevitable. And in taking it, the committee has moved a long way in the direction of reform. It is a positive pleasure to visit the rooms where these few day school teachers are in charge and mark the contrast with other years. But if the schools are to be brought up to a standard worthy of the city and the important work they have to do, there is still need of exercising the greatest care in the appointments to be made from year to year. It is by no means true that all day school teachers

are equally fitted for successful service in evening schools. Every day school teacher does not possess, and should not be expected to possess, the qualifications that are most telling in evening school work. Only those should be selected who have demonstrated the possession, in a superior degree, of the ability to control, to interest, and to teach under difficult conditions. The choice of these should be left entirely to the supervisor.

I submit herewith the report of the supervisor. It is necessarily brief, but it goes to the heart of the problem.

*Mr. Bernard M. Sheridan, Superintendent of Schools:*

DEAR SIR:—In submitting to you the following report on the evening schools, I shall ask you to look upon it as one preliminary in character. As a matter of fact, my connection with these schools has been of too recent date to justify me in attempting to discuss with assurance all or even any of the problems that have come to me in three months' time. That ought to come later. For the present it will suffice, I think, if I bring to the attention of the committee the most pressing need of the evening school system—that of a more generally efficient and stable teaching corps, especially in these schools that offer instruction to non-English speaking people.

The teaching force of the elementary evening schools may be divided into three classes. First, there are those men and women who have had little or no training in the work they are attempting to do. We have a good many teachers of this kind. Some of them are earnest and possessed of quite a little native teaching ability. They are doing good work now, and, under skilful supervision, ought to be able to secure very satisfactory results. There are others, however, who in my opinion are totally unfitted, both by temperament and capability, for evening school service. These teachers ought to be replaced as rapidly as possible. The imparting of English to non-English speaking foreigners is no easy task. Only one possessed of

great power and personality can do it even passably well. It is bad school policy to continue to pay money night after night to those who can do it but poorly.

The second class is made up of young girls who either are in attendance at Normal school, or are waiting for their practice work. It is a mistake, I think, to employ these in the evening schools. In the first place, although I have seen some notable exceptions, as a general rule they are too immature to handle an evening school class unassisted. Second, their employment necessitates frequent re-distribution of both classes and teachers during the school year. Some of the girls who began teaching this year in October were obliged, owing to the demands of their practice work, to leave in December. We made some changes in the classes, and new teachers came in. A second set will leave in January, and new re-adjustments and assignments will then be necessary. This instability of tenure renders it impossible for a supervising officer either to judge of the progress of different classes—since they change so often—or to hold any particular teachers responsible for that progress. A day school that would, as a matter of system, change its teachers two or three times a year, would be regarded as a queer educational institution. Yet why should this obtain in the evening schools, where certainly the work is as difficult and the time for accomplishing it much shorter?

The third group in the evening school corps includes the day school teachers, of whom we have about a dozen now employed. I think the number ought to be increased. I should most strongly urge, however, that great discretion be exercised in their selection. There are many teachers handling ten year old children in the day schools who could not handle these grown up non-English speaking men and women. We might just as well adhere to the old method as employ day school teachers who lack power and ingenuity. So far we have been, on the whole, fortunate in our choice. The dozen day school teachers selected have taken hold of the work well.

There is much to be done in the way of up-lifting, expand-



ing and systemizing the evening schools. But there are many encouraging signs of advancement. The High School is a strong, well organized institution, in the hands of an enthusiastic and co-operative principal. Its membership is larger by one hundred than the school of last year. The drawing schools are larger and better attended than for many years past. The standard of instruction in the High School preparatory classes has been greatly improved. The elementary schools are small, but are beginning to do things as they ought to be done. I think the way has been paved for considerable progress another year.

Respectfully submitted,

JOHN J. MAHONEY.

**Medical Inspection.**—In accordance with the statute of 1906, tests were made at the beginning of this year of the sight and hearing of all pupils in the public schools. Both tests were made by the teachers, as the statute requires, and in accordance with specific directions received from the State Board of Education. A work of so new and difficult a character naturally required considerable time, but it was performed with great patience and care. The final returns showed that 8,291 pupils had been examined; that of these, 2,123 pupils, or 23 per cent of all, had sight below the normal, and that 626 pupils, or 7 1-2 per cent of all, were defective in hearing. A record was kept of each case, and a notice, as required by law, was sent to the parent of each pupil that was found defective below a certain degree in either sight or hearing, with suggestion that proper treatment be sought. There were sent 1720 such notices.

During the course of the examination some interesting discoveries were made, which should be of the greatest interest and value to teachers. That it is possible, for instance, for a child to be extremely defective in sight without the slightest suspicion, upon his own part or the teacher's part, of any such impediment throws a new light upon the problem of the backward pupil. Time and time again, in the past, the presence

of this and other defects of an equally serious nature has resulted in complete school-room failure, which the teacher in his ignorance was quick to lay at the door of the pupil's general depravity. Medical attendance often overcomes the trouble immediately, and the pupil resumes his rightful standing among his mates.

Some of the reports are especially interesting. I quote a few of the more striking cases reported:

"A boy in the eighth grade was found to have normal sight in one eye and no sight whatever in the other. His eye had been injured in a ball game. His parents knew nothing of the injury until a notification was sent to them from the school, since which proper medical treatment has been given to the injured eye in the endeavor to restore the sight."

"A boy in the first grade who has always been considered below the average child in intellect, and who had already spent two years in that grade, was found to be unable to see board work, even at a distance of three feet. The teacher copied the work, gave it to the child on paper and he has since developed in an encouraging manner."

"———, second grade, was considered very dull. The test showed her vision  $\frac{9}{30}$  in both eyes. She was given a different seat, and in the short time since the test has become one of the brightest in the room."

From a single grammar school the following were reported:

"Boy in eight grade, poor pupil, cannot be graduated. Found to be blind in one eye."

"Girl in seventh grade, kept back in sixth, now doing very poor work. Eyesight 1-10 of normal."

"Three girls kept back in seventh grade last year. Eyesight 2-5 of normal."

"Boy in sixth grade, troublesome, kept back in two different grades. One eye nearly blind."



"Boy in fifth grade, very troublesome, kept back in two different grades. Eyesight 1-2 normal."

"Boy in fourth grade. Kept back in two different grades, troublesome. Eyesight 1-2 of normal."

The threatened conflict between the school committee and the board of health, which the loose construction of the statute with reference to the power of appointing school physicians made possible, came to a head in August, when the latter board appointed five physicians to inspect both public and private schools. By an order of the school committee the principals and teachers are forbidden to extend official recognition to any but Dr. Bannon, who was appointed by the school committee in August, 1906, for a term of three years. At the present writing this unfortunate situation continues. Every interest worthy of consideration demands that it be speedily brought to an end.

The verdict of all the teachers is that more than enough of value has been gained in the examination to repay the cost of the time and the trouble spent upon it. All are further agreed that before the full benefit of the law is enjoyed there must be some provision for insuring the correction of discovered defects in every individual instance. As it is, there are many parents who cannot afford, and some who are unwilling, to assume the cost of the proper medical treatment. The law should provide for both cases.

The consideration of medical inspection suggests the whole subject of physical training in our schools. No principle is so universally accepted in educational theory as that of "a sound mind in a sound body," and none is so universally neglected in practice. We have, it is true, done a good deal in the way of securing more hygienic surroundings for our school children. In matters of light, heating, ventilation, and seating—to say nothing of the more obvious sanitary arrangements—the modern schoolhouse is infinitely more favorable to the conservation of the pupils' health than that of a generation ago. These modern buildings, however, are but a small proportion of the

whole number of our buildings, and unfortunately it is in the very worst of these old buildings that the majority of our youngest children are housed. Still, even from the older buildings there have been eliminated many of the factors which were formerly positively injurious to the health of the children attending them.

The new system of medical inspection aims to do for the individual in the school what the State in its requirements for sanitary schoolhouses has all along been doing for the mass of children assembled there,—to discover and, if possible, remove conditions which menace his health and right of physical development. This effort to remove the disabilities of the individual marks a distinctive advance in the solution of the problem of physical education.

But all of these efforts are negative merely. They are at best but preventatives of disease. What we need in our schools are positive agencies that aim directly at the development of power and vigor—something that looks beyond the cure or even the prevention of disease, to the building up in each individual a better body that shall be the instrument of a better service, the highest vigor and power of which the individual is capable. This is a point where the schools of Lawrence are conspicuously weak.

There are several agencies which the school has at its command for this purpose. The most obvious is instruction in personal hygiene. Our instruction in physiology and hygiene, where it is given at all, is irregular and perfunctory and ineffective. It is time we established this study upon a systematic and rational basis, with a good text-book in the hands of the pupil,—a book which emphasizes the practical, personal side of the subject and not the theoretical, scientific side.

Of systematic physical training, or gymnastics, there is nothing in our schools. Fifteen years ago a system of instruction was adopted by the School Committee and a director appointed. The experiment was short lived. It is unfortunate for the cause of physical training that any set of exercises

should be pursued with irrational zeal, and then dropped as a matter of no importance.

Gymnastic exercises in the class room, of course, do not constitute anything like the broad physical training which the schools should give, but when taken regularly and frequently every day, they do much to counteract the evil effects of cramped position and of slow circulation. I earnestly recommend the adoption of some system like the famous "Two Minute Exercise" arranged for the New York City schools by Dr. Gulick, at one time a submaster in our High School. This is given during the morning session at the end of every hour and in the afternoon between the two hours. It fulfills better than any other form of gymnastic exercise the purpose for which it is designed and accomplishes this with a minimum interruption of the regular school work. The introduction next year of such an exercise, together with regular instruction in practical hygiene, will be a first step in the direction of general physical training, the need of which has too long been ignored.

**The Year in the Schools.**—This year sewing for girls and manual training for boys have been extended into the sixth grade of the grammar schools. Three years of sewing are now offered to the girls, and during the same number of years manual training work, without any mechanical equipment beyond the simple tools, is given to the boys. In the fourth year, the latter consists of cardboard construction, in the fifth a continuation of this with simple sloyd, and in the sixth reed basketry and advanced sloyd. Beyond this, no departure has been made from the established course of study. The improvement of our work does not lie so much in the direction of an extended curriculum, as in securing from the studies already there a higher degree of culture, efficiency, and power. Practically the entire elementary course of study has been recast within the past three years. All that was good in the course of a generation ago has been retained, simplified, practicalized, and humanized. We have reached a degree of excellence in the art of drawing and music that was undreamed of then. We have

moved more slowly than most cities in the introduction of manual training, although that is now required by statute in cities of the size of Lawrence, but we have already done enough to prove that the presence of this work in the schools is not only not a detriment to the accomplishment of thorough work in the regular branches, but that the extension of the course to embrace training which calls for all the child's power of self expression and execution really improves the child's attainments in those subjects which depend chiefly upon judgment and the memory, which were the all-in-all of the old course of study.

The notable improvement in elementary school work during the past twenty years has been brought in three chief ways: by simplifying the course of study through elimination of unimportant and non-educative matter, by enriching it through the introduction of interesting and energizing studies, and by enriching the teaching process itself. Important as the first two factors have been in the improvement of our elementary schools, it is the last—the enrichment of the teaching process—which is the vital point. The teacher is of far greater importance than the course of study. In the hands of the poor teacher the wisest course of study becomes barren of result; in the hands of the good teacher the most meagre course of study becomes an unfailing source of profit and inspiration. Simplification of the course of study is of slight avail if the teacher have no sense of values, if she cannot distinguish between that which is vital and that which is less worthful in the content of the course of study. In the hands of such a teacher the most simple course of study will be encumbered with a dreary mass of detail, deadening and wasteful in its effects upon the child. In like manner, the enrichment of the course, if it be not accompanied by a corresponding widening of the teacher's interest and scholarship and skill, a clear understanding of the educational value of the new subjects and their relation to the old, is but piling confusion upon confusion.

Our course of study has been reasonably simplified and enriched. We must now concentrate our effort upon the third



and most important means of improving the work of our elementary schools—the enrichment of the teaching process itself.

In this work, all must share. The school committee must steadfastly set its face against any influences which tend to lower the standards of preparation required by those who have chosen to become teachers of our children. Superintendent, supervisors, and principals must keep persistently before the minds of those already in the service the need of unceasing effort for self improvement, and they must reinforce their precept by their own good example. But after all is said and done, the final agency to be brought to bear upon the teacher's improvement is the teacher herself. Others may disclose to her sources of power, but she must appropriate them; others may reveal to her the divinity of childhood, but she must bow to it; others may point to the far-off ideal of perfection, but she herself must have the faith and the courage to pursue it.

**Accommodations.** The only point in the city where there was found any crowding of schools in September was in the central portion, covering the districts of the Cross street, Hampshire, and Oliver. Here the over-registration was confined particularly to the fourth year. Two rooms of this grade were opened in the Old High School building, in the quarters formerly occupied by the non-English speaking school, which has now become reduced to normal size. One third grade class was removed from the Old High School building to the Newbury street, which opened with half-filled rooms. This was a class formerly removed from the Walton school for purposes of relief. With these exceptions, there is ample room for all our pupils on the north side of the river, and I see no prospect of any unusual increase of pupils next year. Our membership this present month is only a handful more than a year ago, and thirty of our class rooms have only thirty pupils or fewer, with an average in all of less than thirty-four.

In South Lawrence the schools would be in a very bad way for room, were it not for the convenient accommodation afforded

us by the fine parochial school building. The occupancy of this building by the City cannot be long continued and it is necessary that the erection of the proposed Osgood street schoolhouse be begun as expeditiously as possible.

The site for the new schoolhouse was purchased more than a year ago, the plans were selected in April of this year, and the City Council petitioned for an appropriation of \$85,000 for the erection and furnishing of the same.

The plans selected were those submitted by Mr. John Ashton of Lawrence. They call for a building 137 feet front by 72 feet deep and three stories high. It will be of classic design with flat roof and will have its main facade and entrance on Osgood street. The building will have accommodations for sixteen class rooms, two recitation rooms, library, master's and teachers' rooms, store rooms and assembly hall. The basement will contain play rooms, toilets, boilers and coal rooms. The building will be heated by the gravity system and will have installed the new system of vacuum cleaning.

In reviewing the record of the year your superintendent is reminded at every point of the fidelity which has marked the service of all who are connected with the schools, and it gives him great pleasure to make public acknowledgement in this place of his many obligations to them all.

Respectfully submitted,

BERNARD M. SHERIDAN,

Superintendent of Schools.



In Memory of  
**ANNIE F. McDERMOTT**

DIED DECEMBER 1, 1907:



ONE in whom were joined, in just proportion, those fine human qualities which we all admire, and for which all of us should pray. Her life was one of rare simplicity and power. Her school she carried upon her heart. It was her care and her pride. She stood among her teachers clothed in the authority that is imminent in strong character and masterful personality. She moved among them, not as a superior among subordinates, but as one first among equals. They believed in her utterly, and joined her in loyal, happy service. Her pupils, likewise, with the keen insight of little children, saw her firmness, her fairness, and her kindliness and were straightway subject unto her. With characteristic modesty she deprecated every word of praise. She was more anxious to serve than to have her service known. She sought the substance, not the show, of truth. By her death the city has lost a faithful, capable public servant, and all who knew her mourn a friend.



## HISTORICAL.

### Graduations, 1907.

The graduation of the class of 1907 of the High School was held in City Hall, Wednesday afternoon, June 26th. The address was delivered by Dr. William Everett, of Boston, Mass., and diplomas were presented by Hon. John Breen, Chairman of the High School Committee.

The six Grammar schools held their usual union graduation exercises at City Hall, on Thursday afternoon, June 27th. The address was delivered by Thomas A. Mullen, Esq., of Boston, and diplomas were presented to two hundred and eighty-four graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Friday evening, March first. The address was delivered by Hon. Jeremiah J. Mahoney, and diplomas were presented to thirty-one graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

### Prizes.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School, were awarded to Margaret Stuart Logan and Evelyn Phoebe Hutchings.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1907—Laurel E. Wyman, Arthur W. Carney.

Class of 1908—Mary I. Bresnahan, John I. Donovan.

Class of 1909—Anita Schneider, Paul C. Lyall.

Class of 1910—Josephine Barlow, ~~Michael F. Looney~~ John J. McKone.

The Hood prizes for the schools making the most marked progress during the year were awarded to the A. B. Bruce and Daniel Saunders.

The (Bishop) Lawrence prizes for excellence in sewing were awarded to the Newbury street, Packard and Tarbox schools.

## CHANGES OF TEACHERS.

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### Resignations.

S. Ella Penniman and Carleton E. Preston, of the High; Bertha Bertolle and Isabella Barrie of the Oliver; Mabel J. Cate of the Rollins; Helen Spring of the Packard; Georgie Follansbee of the Saunders; Elizabeth T. DeCourcy from Principalship of the Walton; Mary G. Doyle of the Storrow; Elizabeth Stafford of the Essex.

### Leave of Absence.

Annie F. McCarthy, teacher of drawing; Bertha Morse of the Bruce; Elizabeth H. Stannard of the Prospect street; Grace I. O'Neil of the Amesbury street; Nellie E. Winchester of the Hood; Annie F. McDermott, Principal of the Essex; Sarah E. Webster of the Union street.

### New Appointments.

Julia A. Davis to the High; Mary J. Shinnick to be Principal of the Walton; Annie M. Kennedy to be Principal of the Essex; Julia Lenane to the Amesbury street; Agnes M. Finegan, Mary C. McGowan and Margaret Sullivan to the Oliver; Edith J. Sargent to the Storrow; Marion Lewis to the Saunders; Mary Looney to be primary drawing teacher; Mary Doyle to be sewing teacher; Anna M. O'Connell to the Oak street.

### Transfers.

Katherine Regan from Park to Amesbury street; Josephine M. McQuade from Harrington to Amesbury street; Elizabeth C. Miles from Special to Essex; Alice O'Connor from Special to Prospect street; Bertha Holtham, from Bruce to Essex; K. Agnes Donovan from Washington to Cross; Josephine Lawlor from Oak to Washington; Mary L. Scanlon from Essex to Park; Eleanor Sullivan from Park to Essex; Helen S. McGregor from Special to Oliver; Grace Wadsworth from Cross to Rollins.

### Summary of Statistics.

Valuation of the city for the year 1906....	\$54,246,294.00
Total expenditure for schools, exclusive of new buildings and repairs. ....	251,816.22
Population of the city, census of 1905....	75,000
Number of children in city between the ages of 5 to 15, according to the census of of Sept. 1, 1906.....	12,841
Number of children in city between the ages of 5 to 15, according to the census of 1907.....	13,200
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1906.....	9,235
Number of children between the ages of 7 and 14, according to the census of Sept. 1, 1907.....	9,707
Aggregate enrollment from Jan. 1, 1906, to Jan. 1, 1907.....	10,387
Aggregate number belonging from Jan. 1, 1906, to Jan. 1, 1907.....	8,074
Average attendance from Jan. 1, 1906, to Jan. 1, 1907.....	7,447
Aggregate enrollment from Jan. 1, 1907, to Jan. 1, 1908....	10,461
Average number belonging from Jan. 1, 1907, to Jan. 1, 1908.....	8,129
Average attendance from Jan. 1, 1907 to Jan. 1, 1908.....	7,531
Number of school buildings.....	31
Number of class rooms in elementary schools.	202
Number of teachers in High School.....	26
Number of class rooms in High School.....	25
Number of teachers in Grammar schools....	63
Number of teachers in middle schools.....	49

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Number of teachers in primary schools. . . . .	115
Number of supervising principals. . . . .	11
Number of critic teachers in training school. . . . .	4
Number of pupil teachers in training school. . . . .	15
Number of teachers of music. . . . .	2
Number of teachers of drawing. . . . .	2
Number of teachers of sewing. . . . .	4
Number of teachers of penmanship. . . . .	1
Number of teachers in Evening High school. . . . .	21
Number of teachers in evening elementary schools . . . . .	55
Number of teachers in evening drawing schools . . . . .	2



# REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., December, 31, 1907.

*Mr. Bernard M. Sheridan, Superintendent of Schools:*

MY DEAR SIR:—The following is the report of the truant officers for the year ending December 31, 1907.

## SCHOOL CENSUS.

	1907	1906	1905	1904	1903
Ward 1 . . . . .	2392	2206	2297	2243	1926
Ward 2 . . . . .	1606	1486	1359	1324	1384
Ward 3 . . . . .	2197	2169	2146	1803	1775
Ward 4 . . . . .	2038	1939	1882	1904	1869
Ward 5 . . . . .	2573	2682	2553	2308	2277
Ward 6 . . . . .	2394	2359	2309	2200	2203
Totals . . . . .	13,200	12,841	12,546	11,782	11,428

Increase for 1907 over 1906, 359.

Increase for 1907 over 1903, 1772.

## TRUANCY.

In the following table will be found the work performed in the aggregate under the above heading:—

1907	No. of Schools visited.	No. of Absentees Reported By Teachers.	No. of Absentees Without Permission of Parents.	No. of Second Offences.	No. of Third Offences.	No. of Parents and Guardians Notified.	No. Returned to School.	No. of Arrests.	No. of Prosecutions.	Instances of Tardiness Investigated.
January .....	375	236	3	3	1	236	9	0	0	21
February .....	291	148	3	1	0	148	6	1	1	14
March .....	328	238	5	1	1	238	15	1	1	17
April .....	370	251	2	1	1	251	10	2	2	22
May .....	336	304	9	2	0	304	12	1	1	15
June .....	326	167	17	4	3	197	7	1	1	19
September .....	254	265	11	5	3	265	10	5	5	16
October .....	541	527	27	6	7	535	21	5	5	17
November .....	467	267	21	10	4	275	8	4	4	18
December .....	416	245	24	9	6	216	11	1	1	20
Total ....	3704	2648	122	42	26	2665	109	21	21	179

## RESULT OF PROSECUTIONS.

Placed on Probation.....	9
Committed to Training School.....	12

## LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued :—

Between 14 and 16 years of age.

1907	January	February	March	April	May	June	July	August	Sept.	October	November	December	Total
Certificates Issued.	82	73	113	93	101	197	214	85	105	92	62	35	1251

Showing an increase for 1907 of 174

Between 16 and 21 years of age.

1907	January	February	March	April	May	June	July	August	September	October	November	December	Total
Literates . .	280	218	374	237	258	201	294	217	299	225	92	84	2779
Illiterates . .	226	156	184	209	246	249	198	164	239	245	108	25	2249
Totals . .	506	374	558	446	504	450	492	381	538	470	200	109	5028

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school until

the proper certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE 1907	January	February	March	April	May	June	September	October	November	December	Totals
Diphtheria .....	28	13	16	7	6	10	13	17	18	19	147
Scarlet Fever....	13	7	9	26	12	8	9	10	4	8	106
Measles .....	26	2	3	0	4	14	7	15	14	13	98
Small Pox.....	0	1	22	68	11	7	0	0	0	0	109
Cerebro Spinal Meningitis.....	1	1	0	1	0	0	1	0	1	0	5
Totals.....	68	24	50	102	33	39	30	42	37	40	465

In conclusion, we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. MCGOWAN,  
EDWIN J. CATE,  
MICHAEL SULLIVAN,  
Truant Officers.

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## ORDER OF EXERCISES

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For the Fifty-Sixth Anniversary of the Lawrence High  
School, Wednesday, June 26, 1907.

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ACCOMPANIST, ETHEL M. COLBY.

MARCH

COLUMBIAN ORCHESTRA

1. THE RECESSIONAL

*Henry Holden Huss*

SCHOOL CHORUS.

2. ADDRESS OF WELCOME.

ANNA M. MURPHY

3. SONG—"JUNE."

*P. A. Schnecker*

4. FAREWELL ADDRESS.

NORMAN C. COPP.

5. SONG—"SANTA LUCIA"

*Italian*

SCHOOL CHORUS.

6. ADDRESS.

DR. WILLIAM EVERETT.

7. SONG—"THE LAKE."

*Franz Abt.*

SCHOOL CHORUS.

8. Awarding of Diplomas and Hood and Perkins Prizes by Hon.  
John Breen, Vice-Chairman of the School Committee.

9. CLASS ODE.

Words by FLORENCE E. MOORE.

### CLASS ODE.

---

'Tis with deepest regret that we leave thee,  
Dear school of our glad youthful days;  
Thy memories we always shall carry,  
Recalling our studies and plays.

Though mountains and oceans divide us,  
Though we travel in sunshine or shade,  
Still whatever the Fates may betide us,  
The joys of these years cannot fade.

Though our morning star beckons us forward,  
We linger to gaze on the past,  
We remember each life has a sunset,  
So let us be true to the last.

While no pathway of earth is all flowers,  
Our future cannot be all dreams,  
Faith and hope will yield joy in the future,  
Though life may not prove all it seems.



## CLASS OF 1907.

Vincent L. Ahern	Ethel Elder Gallagher
Keturah Ruth Andrew	Arthur Joseph Ganley
Lilian Persis Badger	George Griswold Garry
John Joseph Barry	Gertrude Flora Hartwell
George Britton Beal	Kathryn Ardelle Hazeltine
Olive Gertrude Beecroft	Florence Watt Heald
William Arthur Bergner	Annie Smallidge Holmes
Walter Lawrence Biery	Francis Savery Holmes
Marion Cheney Boody	Laura O. Jackson
Albert Courtenay Brainerd	William Kaplan
Flora Belle Bryant	Henry Kaplovitch
Julian Kimble Bryant	David Francis Keefe
Marion Alberta Butler	Mildred V. Koffman
Arthur William Carney	Michael Augustine Landers
Gertrude Annette Carney	Augustine Joseph Lawlor
Mabelle Frances Coash,	Joseph Levek
Ethel Mae Colby	Harriet Alice Lord
Mary Gertrude Conway	Edward Mark Lynch
Marston Herbert Cooper	Gertrude Elizabeth Maguire
Charles Henry Joseph Crawford	Joseph Aloysius McCarthy
Hugh A. Cregg	John Joseph McKenna
Helen Lillian Crosby	Susan Helen Merrill
Edward A. Cuddy	Alfred Rheinnardt Miller
Ruth Marion Daniels	Andrew Aloysius Minahan
John J. A. Deacy	Florence Elizabeth Moore
Emma Dick	Elizabeth Alice Moss
James Augustine Donovan	Grace Louise Mulhare
Carolyn Goggin Donovan	Alma Muller
James William Dorman	Loyola Helen Murphy
Charles Clifton Earle, Jr.	Mary Gertrude O'Brien
Alice Eastham	Alfred Herman Parthum
Frances T. Finegan	Helen May Peckover
Joseph Vincent Flanagan	Jemima Prescott
Edgar Robinson Ford	Maud Ramsden
Mary Imogene Gainey	Lillian Arville Randlett

James H. Rowley  
Leslie F. Sampson  
Anne Louise Sheehy  
Jennie Mary Sibulkin  
Violet Baldwin Stott

Clifton Hoyt Sugatt  
Ethel Estelle Thomas  
Annie Marie Waters  
Walter C. Wilson  
Laurel Edna Wyman

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## HONOR LIST,

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### WITH DISTINCTION.

Mabel Frances Fremmer	Annie Marie Murphy
Annie Newman Koschitzky	Emily Marian Sawyer
Regina Monica Shea	

### WITH GREAT DISTINCTION.

Norman Carleton Copp	Márgaret Stuart Logan
Evelyn Phoebe Hutchings	Pauline Augusta Meyer

## GRADUATING EXERCISES.

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Lawrence Evening High School, Class of 1907, Friday  
Evening, March 1, 1907.

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### PROGRAM.

Music by the Y. M. C. A. Orchestra.

JAMES W. ROBERTSHAW, DIRECTOR.

OVERTURE—"The Goddess of Night."

*Thos. S. Allen*

ORCHESTRA.

ORIGINAL DECLAMATION

"Lawrence Twenty-five Years Hence."

DANIEL VINCENT O'CONNELL.

VOCAL SOLO—"Somewhere."

*Thos C. Clark*

JOSEPH WILLIAM CROCKETT.

ESSAY—"Success in Life."

MARY ELIZABETH McCONNELL.

SELECTION

ORCHESTRA

ORIGINAL DECLAMATION—"Model American Citizenship."

WILLIAM ANTHONY BURNS.

ADDRESS TO GRADUATES

HON. JEREMIAH J. MAHONEY.

Presentation of Diplomas, Mr. Michael J. Sullivan, Chairman of the  
Evening School Committee.

## CLASS OF 1907.

William Anderson	Clara Malvina Lacasse
Herbert Nelson Andrew	Mary Anne Leacock
Charles Francis Brown	Joseph Patrick Lynch
William Anthony Burns	Mary Elizabeth McConnell
Helen Genevieve Croston	Mary Loretta Moran
Daniel George Donovan	Jesse Naylor
Charles Edward Driscoll	Henry Francis O'Brien
John James Gallagher	Daniel Vincent O'Connell
Edwin Wallace Goodnough	Angelo Perez
Annie Teresa Judge	Mary Gertrude Reardon
Flora Kaplin	Winfield Shiers
Thomas Francis Keegan	Lulu Belle Smith
Albert Leo Kennedy	Carlotta Sowerbutts
William Kiessling	Grace Genevieve Sullivan
Wilfred Kress	Edward George Vogt
Albert Edward Wilson	

## GRADUATION EXERCISES.

---

Of the Lawrence Grammar Schools at City Hall, Thursday, June 27, 1907.

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### PROGRAM.

Music by Chorus of Graduates assisted by E. B. Choate, pianist, and the Columbian orchestra.

#### MARCH

HYMN—"O God, the Rock of Ages."

*Beethoven*

SONG—"People of the Lord are We."

*E. H. Bailey*

#### ADDRESS TO GRADUATES

THOMAS A. MULLEN, ESQ.

CHORUS—"Come Where the Fields are Beaming."

*Kinkel-Lichter*

Presentation of Diplomas by Maurice J. Mahoney, Esq., Chairman of the Grammar School Committee.

VOCAL MARCH—"With Fife and Drum."

*Herman Karle*

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### NAMES OF GRADUATES.

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#### Oliver School Graduates.

Joseph A. Bain

Daniel F. Buckley

Vera F. Baker

William J. Carey

Esther Barenboim

Elizabeth M. Carney

William Barron

Philip E. Carney

Nabeha J. Batal

Mabel J. Colgan

Hyman D. Brown

Charles L. Collins

Josiah G. Brown

James Dewhirst

Joseph P. Doherty  
Alice R. Donovan  
Theresa A. Donovan  
Lucille A. Dubey  
Sara E. Ferrin  
Francis J. Flynn  
Jennie L. Hinchliffe  
Edna S. Hogarth  
W. Warren Houghton  
Elizabeth Jacobs  
Agnes J. Judge  
James M. Kay  
Walter S. Kelman  
Isabel M. Killilea  
Paul E. Lorenz  
Elsie A. Lundgren  
Francis J. Maguire  
Joseph L. Mahon  
Angie R. Marcaccio  
Ruth A. McClure  
Catherine A. McCormack

Gregory N. Mooradkarnian  
Benjamin Nicholson  
Richard J. O'Brien  
John J. O'Leary  
Frank D. Parkhurst  
Max R. Petzold  
Grace L. Ranville  
Stella M. Riopelle  
Eliza E. Roebuck  
Mary Ryan  
Veronica E. Ryan  
Victoria E. Saaba  
Joseph A. Scott  
James K. Selden  
George F. Simpson  
James Smith  
Lillian G. Spranger  
M. Isabel Tobin  
Gladys H. Woodcock  
Katherine J. Young

### Packard School Graduates.

Florence M. Bates  
Francis J. Bingham  
Walter B. Brown  
Carl H. Bussey  
Huldah A. Butler  
Dugald W. Campbell  
John M. Campbell  
Katherine C. Cantwell  
Maude C. Chandler  
Joseph E. Coakley  
Herbert A. Cregg  
Rosa G. Cregg  
William E. Dow  
Harold A. Dushame

Grace J. Everett  
Isabel W. Gauthier  
Thomas W. Hall  
Agnes M. Higgins  
Olive G. Hill  
Mabel B. Huntress  
Elba Janson  
Leslie B. Lamprey  
Henry E. Lund  
William J. McCarthy, Jr.  
John J. McParland  
Grace E. Meagan  
Guy A. Merrill  
Marion E. Mitchell



Nathan B. Morrell  
Alfred W. Nelb  
Joseph K. Pearson  
Hazel Parsons  
Marion E. Playdon  
Archie E. Pollock  
Blanche J. Simmers  
Clement P. Simmers

Bertha W. Smith  
Donald T. Smith  
Daniel J. Sullivan  
Harold C. Toomey  
Lilian G. Tucker  
Eva A. Williams  
Jennie E. Windsor  
George H. Wiswall

### A. B. Bruce School Graduates.

Laurena G. Adams  
Millicent A. Bardsley  
Rena A. Baril  
John R. Barlow  
Gertrude C. Batterbury  
William R. Bell  
Emile C. Bernardin  
Louis E. Bresnahan  
Alexander B. Bruce  
Grace B. Burns  
Florence Buckley  
Andrew A. Caffrey  
Augustine J. Caffrey  
Mary E. Calnan  
Louis A. Cardinal  
Beatrice Clark  
Iva M. Clayton  
Leslie W. Connor  
Herbert D. Cray  
Helen M. Cronin  
Irving H. Daniels  
Mary V. Dorman  
Gertrude A. Dobson  
Mary T. Finn  
Samuel N. Fishman  
Samuel E. Furneaux  
Ulric J. Gendron

Helen E. Hamblet  
Ross Hamilton  
Thomson Hamilton  
Maria F. Hayes  
George E. Hayes  
Phoebe Hazelhurst  
Robert A. Hendry  
Leslie N. Herrick  
Catherine H. Hilton  
William J. Hilton  
Earle R. Hitchner  
Hazel J. Hitchner  
Lena Holton  
Gladys R. Kennedy  
George T. Kiley  
Hazel Knowlton  
Sarah Korelitz  
Arthur L. LaBonte  
Beatrice M. Larivee  
Selina M. Lees  
Alice A. Longland  
Harold D. Magoon  
Francis Malley  
Florence L. Marsh  
Mary C. McCracken  
James P. Meehan  
Chester E. Moore

James J. Gibbons  
Julia C. O'Connell  
Harry Prescott  
Ethel E. Rawnsley  
Edward C. Riley  
Emily F. Robinson  
Ethella F. Robinson  
Leona Sherman

Arsene L. Morency  
George H. Seavers, Jr.  
Bertha M. Sylvester  
Emma E. Stone  
Stuart F. Wainwright  
Harry J. Weintraub  
William Wilkinson  
Emma A. Wood

### John R. Rollins School Graduates.

Mary C. Allen  
Crystal A. Ball  
Horace F. Banan  
Gertrude M. Barrett  
Marion E. Batty  
James S. Beanland  
Eva M. Borneman  
John J. Brophy  
Alice G. Crabtree  
Bertha M. Cranshaw  
A. Helen Dietzel  
Samuel B. Dimlick  
Elizabeth M. Dobranske  
Josephine Flynn  
Katherine E. Ford  
Arthur F. Forler  
Rosamond Gens  
Herbert A. Greenhalgh  
George Herdegen  
Edward Hoegen  
Fred H. Hoffman  
William A. Hoffman  
Elsie L. Hutton  
Jennie F. Jackson  
Louise B. Kennitzer  
Elizabeth A. Kennedy  
Cora I. Kent  
Alfred Kunstler  
J. Marshall Lawrence  
Arthur C. Zink

Bertha E. Leupold  
Mary C. Loftus  
William F. Lovering  
Gertrude B. Maguire  
Frederick L. Markey  
Eleanor M. McCarthy  
Reinhardt J. Meister  
Erna Mey  
Arnold S. Meyer  
Hildred M. Meyer  
Albert C. Miller  
Louise A. Moeser  
Agnes G. Murphy  
Arthur E. Norris  
G. Lloyd Norris  
F. Leslie Porter  
Luella A. Riley  
Helen E. Roesner  
Edgar F. Seifert  
Herbert E. Stiegler  
Harold L. Towers  
Lilliau G. Vollberg  
Ethel G. Wadlin  
Clara B. Waite  
Albert O. Weller  
Elsie M. Wickens  
Thomas H. Wilde  
Ida E. Wood  
Samuel B. Wood

**John K. Tarbox School Graduates.**

Elizabeth C. Boyle	Guy L. Knapton
Maxwell G. Bushold	Francis J. Kelleher
Eugene F. Callahan	Ella F. Kreusel
Frances M. Connelly	Walter J. Matthews
Regina P. Clark	Joseph D. McCarthy
Thomas F. Cunningham	John R. Milligan
Mary F. Donovan	Annie C. Millmore
Mary T. Dowd	Martin J. Morrissey
Daniel E. Dwane	Mary E. Mulvey
Joseph P. Fingleton	Edward F. Parthum
Frederick J. Gillen	Ruby A. O'Brien
Katherine A. Golden	George R. O'Brien
Walter I. Greene	Robert E. Redford
Herbert R. Haigh	Geraldine M. Rideout
Harold A. Haigh	Mabel F. Rudolph
William R. Higgins	Charles H. Smith
Richard F. Himmer	Lauren W. Smith
Francis H. Horner	Anna P. Schwarzenberg
Edward Ingle	Irene A. Taylor
Philip G. Johnson	Antenetta R. Tepper
Mary E. Kelley	

**Emily G. Wetherbee School Graduates.**

Ralph E. Bailey	Nettie I. Iredale
Vivian M. Bailey	John A. Lynch
Daniel A. Bowler	John F. Lynch
Irene V. Cady	Mary E. MacDonald
Ida I. Carlson	John J. MacDonald
Gladys M. Dill	Helen F. McCabe
Helen P. Dodson	Helen V. McColley
D. Jerome Donovan	Joseph M. Roche
Beatrice E. Dunlap	Earl E. Snow
Edna L. Dutton	Cecilia E. Sullivan
Arthur A. Fitzgerald	Lillian A. Wentworth
Flora I. Galeucia	Ruth L. Whittemore
Fanny A. Gordon	Josephine C. Wholey
Mary C. Hart	

**Gilbert E. Hood School Graduates.**

Leo A. Albers  
Joseph Bartley  
Donald C. Bennink  
Helen P. Boeske  
Guy E. Branch  
Fred McG. Burton  
Francis C. Carleton  
Ethel M. Chase  
John R. Coombs  
Elsie D. Emmons  
Frances W. Evans  
Elsie B. Friedrich  
Charles P. Gabeler  
Marion P. Gould  
Charlotte E. Gowing  
Leo A. Kennedy  
Francis R. Lynch  
Erban H. Merrill  
Maude Metzner  
Minnie M. Miller  
Ivy H. Minnick  
Ada B. Monroe

Philip I. Morehouse  
Grace I. Mosson  
Frances M. Mullane  
Margaret S. Müller  
Ruth A. Orff  
Agnes H. Reed  
Ina J. Regan  
Clara Rothera  
William P. Rowley  
Judith Russell  
Sarah O. Russell  
Sarah G. Russell  
Mabel L. Sontag  
John C. Sullivan  
Paul N. Swaffield  
Nora Sweeney  
Edward A. Teschner  
Agnes C. Valentine  
Marion A. Walker  
Monica C. Wall  
Eugene L. Wells  
Otto G. Zuber

# TEACHERS.

## In Service December 31, 1907.

(The numerical letters designate the year or grade.)

### HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

James D. Horne, Master, 58 Saunders Street	'94	\$2,800
Edward S. Riley, Sub-Master, 6 Forest Street	'92	2,000
<i>Geometry.</i>		
Ada Lear, 82 Bradford Street	'73	1,200
<i>Latin, Greek.</i>		
A. L. Fulkerson, Methuen	'95	1,400
<i>Manual Training.</i>		
Elizabeth O'Leary, 7 Campo Seco Street	'96	1,200
<i>German.</i>		
Ella M. Robinson, 51 Avon Street	'96	1,100
<i>French.</i>		
Alice B. Macdonald, 27 Holton Street	'96	1,100
<i>English.</i>		
Ernest C. Jewell, 463 Lowell Street	'97	1,500
<i>Mathematics.</i>		
Martha D. Tracy, 5 Oak Street	'97	1,000
<i>Latin and Greek.</i>		
Susana T. O'Connor, 19 Logan Street	'99	1,000
<i>English.</i>		

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Bertha A. Merrill, 39 Abbott Street	'01	\$1,000
<i>Algebra, French.</i>		
Katherine R. Regan, North Andover	'01	1,000
<i>Geometry, Algebra.</i>		
Edward F. Cregg, 193 Bailey Street	'02	1,100
<i>English, Latin, History.</i>		
August Sonntag, 129 Newbury Street	'03	1,200
<i>Latin, German.</i>		
M. J. Mann, 36 White Street	'04	1,000
<i>Algebra.</i>		
Anna T. Mulholland, 393 Hampshire Street	'04	800
<i>Stenography, Typewriting, Bookkeeping, Business Course.</i>		
Harriet C. Lord, 86 Ames Street	'04	800
<i>History, English.</i>		
Noelia Dubrule, 57 Bradford Street	'04	800
<i>French.</i>		
John A. McGilvrey, 28 Orchard Street	'05	900
<i>Latin.</i>		
Cornelius J. Sullivan, 85 East Haverhill Street	'06	800
<i>History.</i>		
Mary A. Driscoll, 247 Salem Street	'06	900
<i>English.</i>		
William H. Dooley, 127 Haverhill Street	'06	1,200
<i>Chemistry, Biology, Mathematics.</i>		
Bertha E. Abercrombie, 66 Warren Street	'06	600
<i>Algebra, Latin.</i>		
Harriett A. Sleeper, 118 E. Haverhill Street	'06	800
<i>Latin, Greek.</i>		
Bertha M. Robinson, 7 Campo Street	'01	800
<i>Elocution.</i>		
Julia A. Davis, 62 Bradford Street	'07	800
<i>Hygiene, Biology, Physical Geography.</i>		



## OLIVER SCHOOL.

Haverhill Street (opposite Lawrence Common).

*Includes elementary grades above the third, between Spicket River on the north and east, Merrimac River on the south and M. & L. R. R. on the west.*

Laurence J. O'Leary, Master, 11 Swan Street	'01	\$1,700
Katherine M. Kenney, VIII, 379 Park St.,	'81	750
Margaretta T. O'Sullivan, VIII, 137 Lawrence St.,	'88	700
Frances M. Brainerd, VIII, 57 Kendall St.,	'05	500
Mary A. Herlihy, VII, 19 Currier St.	'05	500
Emily V. Brooks, VII, 15 Berkeley St.,	'95	700
Gertrude L. O'Connell, VII, 59 Osgood St.,	'03	550
Ella F. Arthur, VI, 305 Lowell St.,	'98	600
May I. Lawlor, VI, 100 Bennington St.,	'02	600
Mary E. Geraghty, VI, 40 Summer St.,	'02	600
Marie W. Collins, VI, 241 Haverhill St.,	'94	700
Maria T. Cogger, VI, 265 Haverhill St.,	'99	600
Mary A. O'Sullivan, V, 164 Salem St.,	'05	500
Caroline S. Brady, IV, 34 Cedar St.,	'98	600
M. Josephine Nichols, IV, 47 Avon St.,	'04	550
Agnes M. Finegan, V, North Andover,	'07	450
Mary C. McGowan, V, 14 Berkeley St.,	'07	450
Margaret L. Sullivan, IV, 155 Saratoga St.,	'07	450
Helen S. McGregor, IV, 37 Lake St.,	'06	500

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (between Olive and Byron Avenues.)

*Includes all elementary grades above the fourth year, west of M. & L. R. R.*

Wendell P. Brown, Master, 51 Smith St.	'95	\$2,000
Sarah A. Barlow, VIII, 48 Washington St.	'87	750
Camelia A. Howe, VIII, Methuen	'96	700
Mabel F. Noyes, VII, Methuen	'90	700
Ida L. Freeman, VII, 503 Haverhill St.	'93	700
Minnie A. Brown, VII, Methuen	'95	700

Mary E. Foster, VI, 304 Lowell St.	'94	\$700
Emma Stewart, VI, 586 Haverhill St.	'95	700
Manora A. Bradford, VI, 32 Concord St.	'96	700
Helen M. Sawyer, V, 51 Railroad St.	'05	500
Elisabeth Entwistle, VI, 3 Caulkins Court	'97	700
Gertrude E. Fox, V, 18 Washington St.	'05	500
Bertha L. Morse, V, 194 Broadway,	'05	500
Jennie M. Kerr, assistant, 10 Forest St.	'05	500

### PACKARD SCHOOL.

Parker street (between Abbott and Bailey Streets)

*Includes all elementary grades above the second, east of B. & M.  
R. R. in South Lawrence.*

John J. Mahoney, Master, 16 Logan St.	'03	\$1,700
Margaret G. Scanlon, VIII, 347 Salem St.	'84	750
Ellen L. Toye, VIII, 240 Andover St.	'82	700
Jennie A. McManus, VII, 291 South Broadway	'94	700
Jessie E. Simpson, VII, 92 Salem St.	'95	700
Anna H. Desmond, VII, 15 Springfield St.	'95	700
Ellen M. O'Connell, VII, 166 Bailey St.	'06	500
Catherine G. O'Leary, VI, 242 Salem St.	'95	700
Mary E. Harrington, VI, 110 Newton St.	'02	600
Julia N. Collins, VI, 263 Broadway	'05	500
M. Elizabeth Church, VI, 42 Salem Street	'03	550
Mary E. Flanagan, V, 28 Kingston St.	'03	550
Edna L. Stratton, V, 59 Garfield St.	'02	600
Louise M. O'Connell, V, 59 Osgood St.	'05	500
Julia T. Lenane, V, 65 Exeter St.	'07	450
Edith L. Whittemore, IV, 5 Springfield St.	'02	600
Helen F. Hughes, III, 222 So. Union St.	'01	600

### PACKARD SCHOOL ANNEX.

Abbott Street (corner of Parker Street)

Helen T. Cooney, IV, 78 Springfield St.	'01	\$600
Helen F. Gainey, III, 1 Kingston St.	'00	600
M. Eva Russell, III, Methuen	'99	600
Margaret E. Tierney, IV, 45 Salem St.	'05	500

## JOHN R. ROLLINS SCHOOL.

Howard Street (corner of Platt).

*Includes elementary grades above the third year, east of Spicket River and Bloody Brook.*

Hector L. Belisle, Master, 6 Sheridan St.	'96	\$2,000
Maria Smith, VIII, 11 Berkeley St.	'91	750
Mary Eastham, VIII, 33 Woodland St.	'88	700
Emma J. Baker, VII, 22 Belmont St.	'89	700
Emma M. Ramsay, VII, 26 Boehm St.	'03	550
Catherine L. Fitzpatrick, VII, 283 High St.	'94	700
Ellen C. Greene, VI, 5 Haverhill St.	'95	700
Isabel F. Robbins, VI, 78 East Haverhill St.	'96	700
Grace Wadsworth, VI, 5 Quincy St.	'96	700
Lena A. Nolan, V, Andover,	'98	600
Ella M. Eastman, IV, 86 Eutaw St.	'01	600
Eleanor C. O'Connor, V, 19 Logan St.	'03	550
Leonora Knapton, IV, 67 Myrtle St.	'06	500

## JOHN K. TARBOX SCHOOL.

Alder Street (corner of Walnut).

*Includes all elementary grades above the fourth, west of Lawrence Street, north of Spicket River.*

Dennis E. Callahan, 69 Exeter St.	'02	\$1,500
Nora A. McNulty, VIII, 120 Trenton St.	'94	750
Katherine A. Hynes, VIII, Methuen	'97	700
Therese A. Lane, VII, 91 Bennington St.	'93	700
Margaret M. O'Neil, VII, 147 Franklin St.	'95	700
Teresa M. Twomey, VI, 180 Park St.	'99	600
Mary L. Cotter, VI, 58 Exchange St.	'97	700
Margaret A. Brouder, V, 139 Arlington St.	'98	600
Nellie M. Reardon, VI, 44 Manchester St.	'99	600
Mary F. Deacy, V, 51 Fern St.	'00	600
Laura A. D. Lord, V, 216 Bailey St.	'02	600
Mary J. Conway, Assistant, 264 Chestnut St.	'05	500

# EMILY G. WETHERBEE SCHOOL.

Newton Street.

*Includes all elementary grades above the third year, west of B. & M. R. R., in South Lawrence.*

John F. Higgins, Master, Broadway Chambers	'01	\$1,900
Mary F. Collins, VIII, 9 Winthrop Ave.	'93	750
Lauretta M. McCabe, VII, 17 Margin St.	'99	600
Ellen T. Holland, VI, 15 Brookfield St.	'01	600
Katherine M. Nolan, VI, Andover	'98	600
Mary F. Hines, V, 8 Winthrop Av.	'02	600
Nora R. O'Neill, VI, 11 Phillips St.	'97	700
Elizabeth F. Donovan, V, 3 Temple St.	'03	550
Ella M. Hayes, V, 9 Warren St.,	'05	500
Margaret T. Donovan, IV, 94 Bradford St.	'06	500
Gertrude F. Curtis, Aassistant, 503 Haverhill St.	'07	550

# GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Streets.

Leila M. Lamprey, Principal, 16 Quincy St.	'83	\$1,600
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# CRITIC TEACHERS OF PRACTICE SCHOOL.

Ella F. Eastman, V, IV, 54 Berkeley St.	'80	800
Annie L. O'Connor, III, II, 10 Whitman St.	'93	800
Emma J. Greenwood, II, I, 184 Jackson St.	'96	800

# TEACHERS OF OBSERVATION SCHOOL.

Harriet A. McKone, North Andover	'87	750
Nellie S. Winchester, 31 East Haverhill St.	'94	700
H. Frances McDonnell, VII, North Andover	'96	700
Mary A. Mahoney, VI, North Andover	'93	700
Grace L. Conlin, VI, 10 Albion St.	'01	600
Mabel M. Mullen, VI, 258 Jackson St.	'00	600
Laura K. Prescott, VI, 690 Haverhill St.	'01	600
E. Mabel Andrews, IV, 5 Kendrick St.	'95	700
Ellen C. Tobin, IV, 480 Haverhill St.	'08	600
Ethel C. Ramsey, III, 263 Jackson St.	'98	600
Ada B. Locke, 206 Boxford St.	'05	500

## POST GRADUATES OF LOWELL NORMAL SCHOOL.

(Five Months' Supplementary Course.)

Louise A. Bishop, 60 Phillip St.  
 Nellie J. Finegan, North Andover  
 Gertrude A. Fox, 7 Woodland St.  
 Mary G. Griffin, 19 Durant St.  
 Edna V. Haigh, 132 Saratoga St.  
 Jean U. Jeffrey, 42 Holly St.  
 Rosa H. Moeckel, 20 Rhine St.  
 Gertrude V. O'Sullivan, 164 Salem St.

## UNDERGRADUATES OF LOWELL NORMAL SCHOOL.

(Three Months' Practice Division.)

Elizabeth Hendry, 17 Essex Ave.  
 Alice B. O'Connell, 59 Osgood St.  
 Eva O'Sullivan, 29 Tremont St.  
 Katherine E. Sidley, 93 Tremont St.  
 Mary Singleton, 94 Lawrence St.  
 Jeanie I. Smith, Methuen  
 Katherine M. Sullivan, 155 Saratoga St.

## DANIEL SAUNDERS SCHOOL.

South Broadway (near Andover Street)

*Includes first four grades west of B. & M. R. R. in South  
 Lawrence.*

Julia P. Tompkins, Principal, 41 South St.	'66	\$765
Carrie J. Pingree, IV, 259 Andover St.	'81	700
Mollie B. Marsh, III, 334 Andover St.	'95	700
Mary H. Callahan, III, 69 Exeter St.	'96	700
Jennie M. Quealy, II, 379 Haverhill St.	'99	600
Margaret G. O'Brien, II, 23 Cross St.	'98	600
Marion Lewis, II, 5 State St.	'07	450

## DANIEL SAUNDERS SCHOOL ANNEX.

Bowdoin Street (near South Broadway)

Josephine A. Kelley, I, 6 Winthrop Ave.,	'93	\$700
Nellie S. Stackpole, I, 66 Abbott St.	'93	700
Alice McKenney, II, 46 Abbott St.	'00	600



### UNION STREET SCHOOL.

Andover Street (corner South Union St.)

*Includes first two grades east of B. & M. R. R. in South Lawrence.*

Mary A. Kehoe, principal, II, 8 Tremont Street	'82	\$750
Sarah E. Webster, II, 318 Andover St.	'81	700
Maud Vatter, II, 22 Albion St.	'91	700
Grace V. Desmond, I, 15 Springfield St.	'02	600
Ella M. Churchill, I, 11 Cedar St.	'99	600
Margaret C. Connor, I, 30 Osgood St.	'99	600
Stella A. Maffett, Assistant, 281 So. Broadway	'04	550
Lilian B. Haverty, Assistant, 297 So. Broadway	'05	500

### ARLINGTON SCHOOL.

Tenney Street.

*Includes first four grades north of Spicket River, between Broadway and Hampshire Street.*

Bridget A. Halley, principal, 46 Avon St.	'87	\$760
Letitia Wilcox, IV, North Andover,	'96	700
Lola F. Clifford, IV, 355 Haverhill St.	'97	700
Helen M. Bean, III, 54 Holly St.	'62	700
Katharine W. Murray, III, 264 Ames St,	'98	600
Grace F. Conway, II, 1 Tremont St.	'89	700
Mary M. Butler, II, 93 Bradford St.	'99	600
Ellen M. Murphy, I, 128 Franklin St.	'04	550
Jessie R. Brown, I, Methuen	'01	600
Elsie Eastham, Assistant, 13 Whitman St.	'06	500

### PARK STREET SCHOOL.

Park Street (between Lexington and Trenton Streets)

*Includes first four grades between Hampshire and Trenton Streets, north of Spicket River.*

Georgia Patterson, Principal, IV, 211 Bruce St.	'77	\$760
Elizabeth J. Callahan, IV, 1 Albion St.	'83	700



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Mary E. Corkhill, III, 244 Park St.	'01	\$600
Mary L. Scanlon, III, 10 Lexington St.	'04	550
Florence L. Abbott, II, 50 Thorndike St.	'95	700
Agnes A. Ashe, II, Methuen	'98	600
Helen S. Chubb, I, 109 Berkeley	'91	700
Margaret M. Griffin, I, 19 Durant St.	'02	600
Margaret G. Kennedy, Assistant, 49 Willow St.	'97	700

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### PROSPECT STREET SCHOOL.

East Haverhill Street (corner of Prospect St.)

*Includes first three grades east of Prospect Street and north of Platt Street, beyond Spickett River.*

Mary R. S. Collins, Principal, III, 110 East Haverhill St.	'74	\$750
Fanny H. Stratton, II, 126 East Haverhill St.	'76	700
Martha J. Sargent, I, 168 East Haverhill St.	'88	700
*Elizabeth H. Stannard, I, 118 East Haverhill St.	'85	550
Nora G. Cullinane, Assistant, 17 Currier St.	'03	550
Alice W. O'Connor, I, 19 Logan St.	'06	500

\*LEAVE OF ABSENCE.

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### STORROW SCHOOL.

Storrow Street (near Storrow Park)

*Includes first five grades south of Platt Street and east of Spickett River.*

Hattie B. Collins, principal, V, 110 East Haverhill St.	'78	\$750
Alice Eastham, IV, Methuen,	'93	700
Alice L. Trott, III, 34 Marston St.	'91	700
Margaret W. Mowat, III, 76 East Haverhill St.	'97	700
Josephine M. Lundberg, I, 294 Broadway	'02	500
Annie M. Fisher, Assistant, 115 Newbury St.	'03	550
Elizabeth J. Hartwig, III, 154 Newbury St.	'05	500
Helen Campbell, Assistant, 19 Howard St.	'06	500
Edith J. Sargent, Assistant, 168 East Haverhill St.	'07	450

### WALTON SCHOOL.

Methuen Street (corner of Newbury Street.)

*Includes first two grades between Spicket River and Jackson Street,  
south of Summer Street.*

Mary J. Shinnick, Principal, II, 45 Osgood St.	'97	\$750
Nellie L. Stoddard, II, 86 Jackson St.	'77	700
Bessie G. Gainey, I, 1 Kingston St.	'01	600
Hannah T. Curtin, I, 2 Daisy Street,	'03	550
Anastasia G. O'Brien, Assistant, 2 Daisy St.	'03	550

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### NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

*Includes third and fourth grades east of Jackson Street to Spicket  
River.*

Nellie E. Smart, Principal, IV, 63 Newbury St.	'83	\$750
Vesta E. Shackford, IV, 61 Newbury St.	'83	700
Enah I. Orff, III, 49 Avon St.	'03	550
Alice E. Gill, III, 33 Jackson St.	'97	700

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### HARRINGTON SCHOOL.

Newbury Street (corner Elm Street)

*Includes first three grades between Jackson St. and Spicket River,  
north of Summer St.*

Leslie Dana, Principal, III, 7 East Haverhill St.	'76	\$750
Florence D. Hall, II, 100 Saunders St.	'84	700
Margaret E. Loftus, II and I, 153 Newbury St.	'93	700
Ada L. Riordan, I, 40 Mechanic St.	'96	700
Anna F. Churchill, Assistant, 16 Graichen Terrace	'02	550

### AMESBURY STREET SCHOOL.

Amesbury Street (corner Lowell Street.)

*Includes first two grades west of Lawrence St., east of Hampshire St. and south of Spicket River.*

Mary E. Leary, Principal, II, 203 Haverhill St.	'88	\$750
Genevieve M. Tierney, II, 21 Tremont St.	'95	700
Mary G. Brogan, I, 20 Avon St.	'97	700
*Grace I. O'Neil, Assistant, 54 Butler St.	'03	450
Kathryne A. Twomey, I, 180 Park St.	'05	500
Alicia T. Quealy, Assistant, 379 Haverhill St.	'05	500
Josephine M. McQuade, Assistant, 142 Saratoga St.	'03	500
Katherine A. Regan, Assistant, 32 Storrow St.	'06	450

\*LEAVE OF ABSENCE.

### HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

*Includes third, fourth and fifth grades between Lawrence and Hampshire Sts., South of Spicket River.*

Emma F. Hutchinson, Principal, V, 126 Franklin St.	'81	\$750
Josephine L. Chase, IV, 13 Morton St.	'82	700
Anna C. Lane, III, 91 Bennington St.	'95	700
Helen G. Kennedy, III, Methuen	'96	700
Nettie M. Murray, Assistant, 334 Ames Street	'05	500

### CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

*Includes fourth and fifth grades between Hampshire St. and M. & L. R. R. south of Spicket River.*

Margaret S. Brown, Principal, 265 Jackson St.	'99	\$750
K. Agnes Donovan, V, 50 Bradford St.	'02	600
Mattie M. Hatch, IV, 27 Cross St.	'92	700
Ellen G. Dunn, IV, 85 Cross St.	'94	700

## FRANKLIN SCHOOL.

Franklin Street (corner of Lowell St.)

*Includes first three grades east of Broadway, west of Hampshire St., south of Cedar St.*

Caroline G. Donovan, Principal, III, 56 Bradford St.	'94	\$750
Edith M. Messer, II, 579 Haverhill St.	'87	700
Margaret L. Shanahan, I, 60 Avon St.	'96	700
Mary A. V. Farley, I, 14 Spruce St.	'96	700
Mary E. Clifford, Assistant, 355 Haverhill St.	'06	500
Ina P. Washburn, Assistant, 142 Franklin St.	'06	500

## ESSEX SCHOOL.

Head of Essex Street.

*Including third and fourth grades, west of M. & L. R. R., between Water Street and Cemetery.*

Annie M. Kennedy, Principal, 394 Ames St.	'00	\$850
L. Florence Kennedy, IV, 759 Essex St.	'01	600
Daisy E. Stevens, IV, 98 Auburn St.	'02	600
Florence E. Griffin, III, 56 Bradford St.	'78	700
Emma F. Churchill, III, 11 Cedar St.	'04	550
Lillian Holtham, III, 67 Bodwell St.	'03	550
Eleanor F. Sullivan, III, 8 Reservoir Ter.	'00	600
Mary G. McCabe, Assistant, 15 Byron Ave.	'05	500
Elizabeth C. Miles, Assistant, 20 Pearl St.	'06	500

## WARREN STREET SCHOOL.

Warren Street, near Essex Street.

I. May Magoon, III, 26 Butler St.	'03	\$550
Maude Gorman, II, 6 Royal St.	'03	550
Margaret M. Crowley, I, 610 Lowell St.	'03	550
Lydia H. Mahoney, I, 165 Margin St.	'01	600

## RIVERSIDE SCHOOL.

School Street (corner Doyle Street.)

*Includes first two grades west of M. & L. R. R. and south of Essex Street.*

Florence Smith, Principal, II, 555 Haverhill St.	'85	\$750
Grace E. Kingston, II, 11 Bellevue St.	'94	700
Ellen I. McCartin, I, 50 Warren St.	'01	600
Elsie R. Houston, I, 216 Broadway	'01	600

## LOWELL STREET SCHOOL.

Warren Street (corner Lowell Street.)

*Includes first two grades west of M. & L. R. R. north of Essex Street.*

Mary A. Dame, Principal, II, 614 Haverhill St.	'73	\$750
Anne S. Lane, II, 121 Butler St.	'80	700
Cora A. Miles, I, 20 Pearl St.	'02	600
Anna J. Murray, I, 36 Warren St.	'96	700

## WASHINGTON SCHOOL.

Manchester Street (corner Washington Street).

*Includes first three grades east of M. & L. R. R., west of Hampshire Street, south of Spicket River, north of Cedar St. and Florence Place; also west of the M. & L. R. R., north of Haverhill St. and east of Forest St. and the Cemetery.*

Elizabeth F. Devlin, Principal, 70 Cross St.	'86	\$750
Elizabeth S. McGregor, III, 37 Lake St.	'99	600
Lizzie M. Crabtree, II 97 Greenwood St.	'92	700
Sara A. White, II, 48 Holly St.	'97	700
Alice V. Fitzgerald, I, 23 Camden St.	'00	600
Mabel J. Cheney, I, No. Andover	'94	700
Josephine E. Lawler, Assistant, 100 Bennington St.	'05	500

### OAK STREET SCHOOL.

Oak Street (rear of Oliver School).

*Includes first three grades south of Spicket River, between East Haverhill, Jackson and Lawrence Sts.*

Ellen M. Dooley, Principal, 144 Jackson St.	'91	\$755
Marie McDonnell, III, 83 Lexington St.	'06	500
Agnes E. English, III, 11 Cross St.	'03	550
Kathleen C. Doheny, II, 265 Haverhill St.	'98	600
Alice T. Keefe, I, No. Andover	'00	600
Rachel H. Stannard, I, 118 East Haverhill St.	'01	600
M. Evelyn Josselyn, I, 1 Methuen St.	'01	600
Elizabeth Lawlor, Assistant, 100 Bennington St.	'03	550
Anna M. O'Connell, Assistant, 64 East Haverhill St.	'07	450
Margaret G. Mahoney, Assistant, 7 Acton St.	'06	500

### SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Old High School Building, Haverhill Street.

Susan B. Frost, 246 Jackson St.	'06	\$500
Anna A. Murphy, 80 Bromfield St.	'05	500
Alice L. O'Leary, 422 Lowell St.	'06	500
Mary L. Greene, 5 Haverhill St.	'06	500

### DIRECTORS OF MUSIC.

William W. Keays, Melrose, Mass.	'75	\$650
Mary Elinor Mahoney, 182 Hampshire St.	'99	900

### DIRECTORS OF DRAWING.

A. W. Scribner, 10 Pearl St.	'91	\$1,650
*Annie T. McCarthy, 265 Haverhill St.	'02	750
Mary Looney, 306 Chestnut St.	'07	600

\*LEAVE OF ABSENCE.



## SUPERVISOR OF PENMANSHIP.

Daniel W. Hoff, 6 Hillside Avenue,	'99	\$1,300
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## TEACHERS OF SEWING.

Etta S. Newton, 41 Vine St.	'86	\$700
Gertrude M. Joyce, 34 Berkely St.	'86	700
Eleonor E. Quealy, 379 Haverhill St.	'01	600
Mary Doyle, 32 Willow St.	'07	450

## EVENING SCHOOL TEACHERS.

John J. Mahoney Supervisor.

## HIGH SCHOOL.

Daniel J. Arundel, Principal.

Edward S. Riley	John O'Mahoney
Walter O. Jewell	Bertha Abercrombie
Edward P. Morton	Edward McAnally
Mary A. Bailey	Daniel Norton
Emily Topham	Cornelius J. Mahoney
Anna Mulholland	Walter T. Rochfort
Myra H. Church	Joseph A. O'Connor
Charles Hanrahan	Francis X. Hogan
Michael S. O'Brien	Charles J. O'Sullivan
Nora A. McNulty	Helen Sawyer
Teresa Twomey	

*Drawing.*

A. W. Scribner	A. L. Fulkerson
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## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal.

Hugh McConnor, Assistant Principal.

William J. Delaney, Assistant Principal.

George McLane, Jr., Assistant Principal.

Z. A. Berthiaume	Mary E. Flanagan
Fred H. Matthes	Elizabeth Hendry

Joseph LaFrance  
 Helen R. O'Brien  
 Francis O'Herlihy  
 William C. Collins  
 Margaret Condon  
 Mabel Connor  
 Rose Maguire  
 Grace M. Hanrahan  
 Nonie M. Ahern  
 Mary A. Linehan  
 Valeda E. Marier  
 Katie McKenna  
 Eva Morache  
 Anna Gens  
 Mary P. O'Sullivan  
 Gertrude O'Connell  
 Josephine M. McQuade  
 Myrtie Brooks  
 Edith Whittemore  
 Annie F. Driscoll  
 Elizabeth A. Reid

Kathryn Twomey  
 Arthur A. Auger  
 Frances Shinnick  
 Mary Hannon  
 Mary Maloney  
 Katherine Sidley  
 D. W. Hoff  
 Mary McSweeney  
 Gertrude Hanrahan  
 May Kittredge  
 Luke Devaney  
 May Lawlor  
 James A. Dowd  
 Agnes E. English  
 Charles Clifford  
 Kathryn Mahoney  
 Elizabeth C. Miles  
 Mary Ferrin  
 Mary L. Scanlon  
 Grace Holden  
 Grace Coveney

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ESSEX SCHOOL.

Wendell P. Brown, Ppincipal.

Margaret Brennan  
 Hormidas Girard

Minnie Kingston

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PACKARD SCHOOL.

Dennis E. Callahan, Principal.

T. H. Vincent

M. Elizabeth Church

## JANITORS.

John W. Carroll, 59 Newbury Street—Harrington School, Newbury Street School.

John Dolan, 34 Currier St., Martin Eagan, 108 Park Street—Gilbert E. Hood and Prospect Street Schools.

Michael P. Higgins, 16 Berkeley Street—Hampshire Street School, Park Street School.

R. G. Newton, 9 Merrimack View—Essex School, Riverside School.

William Butler, 32 Warren St.—Lowell Street School, Warren Street School.

John Scannell, 7 Chester Street—Packard School, Packard School Annex.

Thos. J. McLaughlin, 52 Cambridge St.—Union Street School.

Andrew J. Dunn, 21 Buswell Street, Patrick Fitzpatrick, 38 Trenton Street—High School.

Michael J. Clark, 70 Newbury Street—Oliver School.

Michael J. Hayes, 240 Lawrence Street—Washington School, Arlington School.

William S. Ford, 533 Lowell Street—Alexander B. Bruce School.

Waldo H. Lesure, 5 Home Street—John R. Rollins School.

Patrick Moran, 125 Essex Street—Walton School, Storrow School.

William A. Summers, 120 Amesbury Street—John K. Tarbox School.

Michael McCarthy, 55 Osgood Street—Manual Training School.

Daniel J. Donovan, 222 Salem Street—Emily G. Wetherbee School.

M. F. Donovan, 446 Andover Street—Daniel Saunders School, Daniel Saunders School Annex.

John Haggerty, 119 Willow Street—Cross Street School, Franklin School.

Martin Redmond, 277 Elm Street—Amesbury Street School, Oak Street School.

Daniel J. O'Sullivan, 116 Park Street—Special School.

## CALENDAR.

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The first term of the present school year began Wednesday, September 4, 1907, and continued for sixteen weeks, ending Friday, December 20.

The second term will begin Monday, December 30, 1907, and will continue for eight weeks, ending Friday, February 21, 1908.

The third term will begin Monday, March 2, 1908, and continue eight weeks, ending Friday, April 24.

The fourth term will begin Monday, May 4, and continue eight weeks, ending Thursday, June 25.

The first term of the next school year will begin Tuesday, September 7, 1908, and continue sixteen weeks, ending Friday, December 18.

### HOLIDAYS.

New Year's Day, Washington's Birthday, Good Friday, Nineteenth of April, Memorial Day, the day of the convention of the Essex County Teachers' Association, Thanksgiving Day and the Friday following.

### VACATIONS.

The week inclusive of Christmas Day, the week in which occurs March 1, the week in which occurs May 1, and the period in Summer from June 25 to September 4.

### SCHOOL SESSIONS.

*High School*—Every week day except Saturday from 8.15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8.30 to 11.15 A. M. and from 1.45 to 3.45 P. M.

### NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7.30 A. M. and 1 P. M., or at 6.30 P. M., indicates that the sessions of schools immediately following the signal will be omitted.

# SCHOOL COMMITTEE

## FOR 1908.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JOHN P. KANE, MAYOR,	<i>Chairman ex-officio</i>
HON. JOHN BREEN,	<i>Vice Chairman</i>
BERNARD M. SHERIDAN, Tel. 100,	<i>Secretary of the Board</i>

### M E M B E R S .

		Term Exp.
<i>Ward 1.</i>	HUGO E. DICK, Tel. 1248, 129 Newbury Street.	1908
	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1908
<i>Ward 2.</i>	WM. H. HANRAHAN, Tel. 263-4 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
<i>Ward 3.</i>	JOHN BREEN. Tel. 1220, 369 Oak Street.	1910
	JOHN A. KENNEDY, Tel. 214, 293 Elm Street.	1910
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M.D., Tel. 959, 57 Cross Street.	1910
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Ave.	1909
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 2063, 183 Parker Street.	1909
	PHILIP A. MCCARTHY, Tel. 246-4, 55 Osgood Street	1909

## Standing Committees.

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ADVISORY AND AUDITING—Messrs. Breen, Hyde and Sullivan.

HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Hyde, Sullivan, Dick, McAvoy and Scanlon.

GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, Beil and Hanrahan.

PRIVATE SCHOOLS—Messrs. Breen, Hendry, Kennedy, McAvoy, Beil and Hanrahan.

EVENING SCHOOLS—Messrs. Sullivan, Hendry, Kennedy, Dr. McAvoy, Beil and Hanrahan.

TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, Dick, McCarthy, Kennedy and Scanlon.

JANITORS, SCHOOLHOUSES, SANITATION—Messrs. McAvoy, McCarthy, Hyde, Kennedy, Beil and Scanlon.

RULES—Messrs. Scanlon, Sullivan, Dick and Mahoney.

SALARIES—Messrs. Hendry, Breen and McCarthy.

SPECIAL SUBJECTS—Messrs. Kennedy, Mahoney, Beil, Hanrahan, Hendry and Sullivan.

SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS—McCarthy, McAvoy, Hyde, Breen and Hanrahan.

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## Middle and Primary Schools.

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Prospect Street, John R. Rollins, Storrow and Walton Schools—Messrs. Dick and Beil.

Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Hanrahan and Scanlon.

Amesbury Street, Hampshire Street and John T. Tarbox Schools—Messrs. Breen and Kennedy.

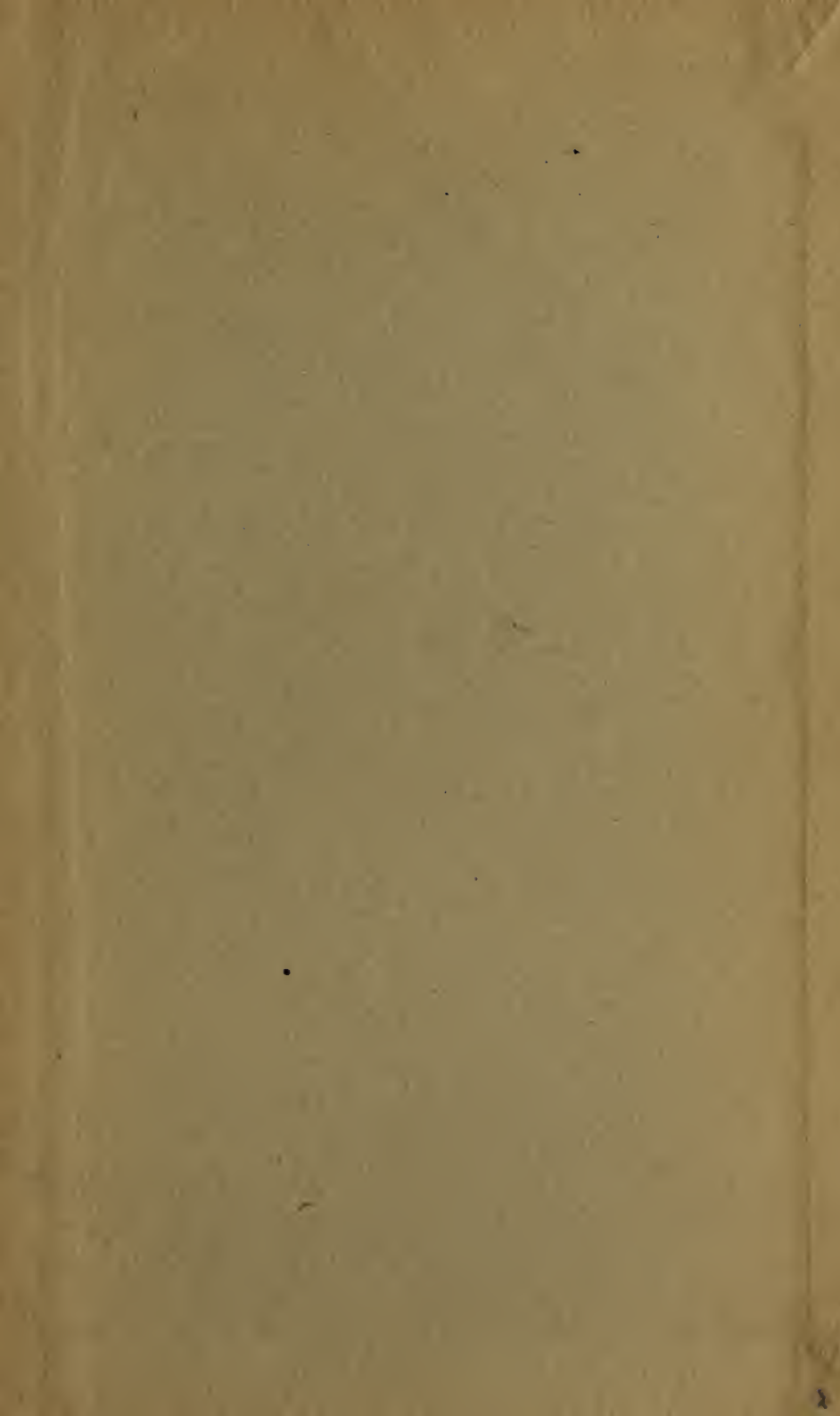












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